



مدرسة رويال الخاصة الانجليزية
ROYAL PRIVATE ENGLISH SCHOOL

RPES ANTI BULLYING POLICY

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Implemented on	September 2019
Review on	Sept 2020 – reviewed
Next Review	Sept 2021 – reviewed
Next review	Sept 2022 – reviewed
Next review	Sept 2023– reviewed
Next review	Sept 2024

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VISION AND MISSION OF RPES

Vision of our school

To create a happy, caring, stimulating learning environment in which students and their teachers recognize and develop the student's fullest potential in a spirit of mutual respect and cooperation.

Mission of our school

It is our sincere endeavor to provide the highest quality of education to our students that will equip them with knowledge, skills, personality traits and value systems, necessary for them to function effectively in the future as responsible adults and exemplary citizens of the world.

OVERVIEW

At Royal Private English School, we are committed to providing an environment where all students feel safe and protected from harm by others. This framework endeavours to provide a set of guiding principles to promote a safe, caring and happy learning environment for all members of our school community. To ensure that all students become confident, self-motivated and independent, life-long learners. The school provides a secure and caring environment and promote an ethos of mutual respect and tolerance for others.

Today, unfortunately, schools both large and small contain some students with the potential for bullying behaviour. As a school, we recognize that bullying does occur and have therefore put into place a clear set of guidelines that recognizes bullying as being anti-social and unacceptable. This document will also explain how the school will deal with bullying behaviour, bullying complaints, and the provision of intervention. This policy applies to all members of our school community, which includes students, teaching and non-teaching staff, parents/caregivers, and visitors to the school.

Who was consulted?

The following were crucial in the development of the policy:

The CPO – The Principal

The Counsellor and SENDCO

The DSL's

The safety Leader

Who does the policy apply to ?

The Senior Leadership Team of the school

All staff members , teaching and Administrative .

All support staff

All students of the school

All parents of the School

The Senior Leadership Team of the school

What is the purpose and use of the Policy?

The purpose of the Anti-bullying Policy is to have set protocols and procedures in place in the event of an incident of bullying. The policy outlines responsibilities for all stake holders in keeping our school safe for our students. All schools need provide students with a safe and secure environment in which they can learn, grow and develop and reach their maximum potential. Students learn best when they feel loved and secure. Keeping child protection as our priority we, at Royal Private English School, Fujairah, have developed an anti-bullying, Policy.

AIMS OF OUR POLICY

- To ensure that all students, parents and staff are aware of the above definition of bullying and the distressing effect it has on its victims.
- to ensure that all students, parents and staff are fully aware of the referral procedures for reporting bullying incidents and the strategies adopted for supporting those involved in these incidents
- to establish a climate in which students who are bullied, or think another student is being bullied, can speak freely to an appropriate staff member with the full knowledge that they will be listened to and receive prompt, appropriate and sensitive response
- to create a school community where bullying is recognized as unacceptable and where all students feel valued, secure and happy

DEFINITION OF BULLYING

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

Acts of bullying may take place in the classroom, on the playground, sports field, in transit from home to school and on school transport. Students suffering from bullying may hesitate to report the behaviour out of fear of retaliation or because they feel that they should deal with the problem on their own. The impact of bullying may be manifested by poor grades, solitude or moodiness at home, or nervous reactions such as loss of appetite or insomnia. Bullying involves a person being hurt, distressed, pressured or victimized by repeated intentional attacks by another individual or group. Bullies abuse less powerful individuals by intimidation and/or harassment. Bullying may involve physical, verbal, textual, psychological or social behaviour.

For an action to be bullying it should satisfy the following conditions:

- The actions are intended to hurt someone or put them under stress.
- The person being targeted cannot defend himself or herself adequately, for example because he or she is physically weaker, outnumbered (having no supporters) and does not have the skills to resist. There is ALWAYS a power imbalance.
- Typically, it is repeated over time.

- It is not the same thing as fighting or quarrelling between people of equal power.
- Nor is it the same thing as friendly teasing, which the target acknowledges as being made in fun.
- It is regarded as unfair. The victim does not deserve to be treated that way. Please read and discuss these points carefully before proceeding.

TYPES OF BULLYING :

Kinds of Bullying	Direct	Indirect
Verbal Abuse	Verbal insults	Persuading another person to criticise or insult someone
	Unfair criticism	Spreading malicious rumours
	Name calling	Anonymous phone calls and emails
Gestural Abuse	Threatening or obscene gestures	Deliberate turning away or averting
	Menacing stares	one's gaze to ignore someone
Physical means	Striking	Getting another person to assault someone
	Throwing things	
	Using a weapon	
	Removing and hiding belongings	
Relational bullying	Forming coalitions against someone	Persuading people to exclude someone

Examples of bullying include:

- **Physical** - hitting, punching, pushing, scratching, biting, spitting, tripping
- **Emotional** - being unfriendly, excluding, tormenting or harrasing, name calling, gestures, graffiti.
- **Verbal** - name calling, teasing, putdowns, sarcasm, ethnic or religious insults; physical, social or academic disability insults.
- **Textual** - passing notes, writing on desks or in Student Planners/Diaries, text through digital media that is derogatory, insulting, harmful and demeaning.
- **Electronic forms** - SMS, email, Facebook/Twitter, chatting apps, Internet sites,
- **Social** - ignoring, excluding, mimicking, spreading rumours, defaming, dirty looks, intimidation, stealing, hiding, or breaking possessions.

GAUGING THE SEVERITY OF BULLYING

As well as the type of case, you need to take into account the severity of the bullying. It is unreasonable to treat thoughtless (though hurtful) teasing in the same way as continual physical assault.

The following diagram suggests how bullying is generally distributed in a school.

The following should be considered when measuring the severity of bullying:

- The nature of the action, eg., Mild teasing versus physical assault
- The duration of bullying, whether over a short or long time
- The frequency of bullying acts, whether daily, weekly or less often.

Low severity commonly involves thoughtless periodic teasing, name calling and occasional exclusion. This can be annoying and unpleasant and can escalate and then involve more serious forms of bullying. Most bullying is at this level.

An intermediate level of bullying occurs when a child is subjected for a time to forms of harassment which are both systematic and hurtful. These may include cruel teasing, continual exclusion and some threats or some relatively mild physical abuse, eg pushing or tripping.

Severe bullying occurs when the harassment is cruel and intense, especially if it occurs over an extended period and is very distressing to the victim. It frequently involves serious physical assaults, but it can still be severe when the bullying is non-physical if the methods used are unremitting, occur over an extended time period and are psychologically damaging

REASONS WHY STUDENTS ENGAGE IN BULLYING:

As we have seen, the existence of power imbalances in a school community makes bullying possible. Of course, not all people make use of their greater power to bully someone.

Here are some reasons why students bully other students.

- They think that bullying pays: in some schools they are admired by others; they are able to get what they want; and they are less likely than others to be victimised.
- Being constitutionally aggressive and impulsive makes them constitutionally more inclined to engage in bullying.
- They enjoy making others submit to them.
- Bullying others is consistent with a macho or imposing image a person may have, especially if one is male but increasingly so for females.
- It seems like fun especially when one is part of a group engaged in teasing.
- Having relatively low levels of empathy results in a bully being unaffected by the evident distress of others
- Prejudice leads them to believe that some kinds of people deserve to be bullied, for example, people of a different ethnic group or of a different interest.
- A generalised hostility towards others has been engendered by negative experiences with parents and families, especially feeling unloved and/or overcontrolled.
- They have been influenced by aggressive 'models' in real life and/or by viewing violent videos.

- The victim is perceived as having provoked the negative treatment. Commonly bullies see their bullying behaviour as “pay -backs.”
- Chronic boredom at school may result in bullying as a means of making life more interesting.
- They see it as part of their role, e.g., as a prefect or class leader.
- Some of these proposed explanations for bullying behaviour relate to personality, others to the social context or to social and societal influences. Each may contribute in some way.

SIGNS THAT A CHILD IS BEING BULLIED

According to the: Addressing Bullying in Schools: A training Manual by UNICEF in collaboration with the Supreme Council for Motherhood and Childhood, following are some of the signs that a child is being bullied:

Physical:

- Unexplained bruises
- scratches or cuts
- Torn clothes
- Damaged belongings
- abdominal pains
- mouth sores

School related behaviours:

- Fear of walking to or from school
- Change of route to school
- Afraid of riding on the school bus
- Asking to be driven to school
- Unwilling to go to school
- Deterioration in schoolwork
- Coming home starving (because lunch money was taken)
- Reporting loss of possessions
- Asking for or stealing money (to pay the bully)

Changes in social behaviour

- Having fewer friends
- Not wanting to go out
- Being invited out much less often

Psychosomatic

- Non-specific pains
- headaches
- abdominal pains
- mouth sores

Worrying behaviours

- Irritability and temper outbursts
- Stopping eating
- Over-eating
- Being unable to sleep
- Nightmares
- Bed wetting
- Crying out during sleep
- Refusing to say what is wrong.

Emotional indicators

- Appearing upset, unhappy, lonely,
- tearful, distressed
- Becoming withdrawn and depressed
- Stammering
- Suicidal thinking
- Unexpected mood swings

Indicators of poor health

- Being generally tired or run-down
- Low resistance to infection
- Recurring illnesses
- Threatening or attempting suicide

TYPES OF VICTIMS

The passive Victim

Some victims may be called passive victims. They do not resist. The reaction of the passive victim is typically one of fear, either because the threat is overwhelming or because of a fearful disposition or both. The victim may feel very frightened.

He or she may see no way of responding effectively. During the bullying the victim may appear zombie-like or wildly emotional. Subsequently, the victim is likely to appear upset and depressed.

Producing 'disturbed behaviour' pleases the bully because he or she feels dominant. Some bystanders may approve. This encourages the bully further. Any feeling of empathy for the suffering of the victim vanishes. The bullying may become more fierce and the bully may find new ways of upsetting the victim.

The Resistant Victim

These victims may see the bullying behaviour as a challenge and make plans to counter it in some way. The victim senses a threat but sees it as a challenge. Various plans may be made, such as:

Escape: The victim may be able to find ways of escaping from the bullying situation and may minimise chances of encountering the bully or bullies on subsequent occasions.

Fight back: Fighting back, physically or verbally, may be an option. In some circumstances a student may overcome the problem by taking appropriate physical training or (less dangerously) learning how to react more assertively. However, students are discouraged from fighting back and rather to report the bullying.

Act cool: Appearing unperturbed, acting nonchalant may, sometimes be the best way to respond, especially with low level teasing or name-calling. (see the Fogging approach).

Seek help: Help may be sought from various quarters; from other students, parents, school authorities. Many students are unwilling to seek help because "dobbing" is unacceptable by peers or because it may make matters worse.

Distract: Turning the bully's attention to something else, such as a game or by starting an interesting conversation, can occasionally work.

Under some circumstances, each of these strategies may be effective in lessening or countering the bullying. But often they are unsuccessful, and the bullying continues, because help is needed to the victim

REPORTING PROTOCOL

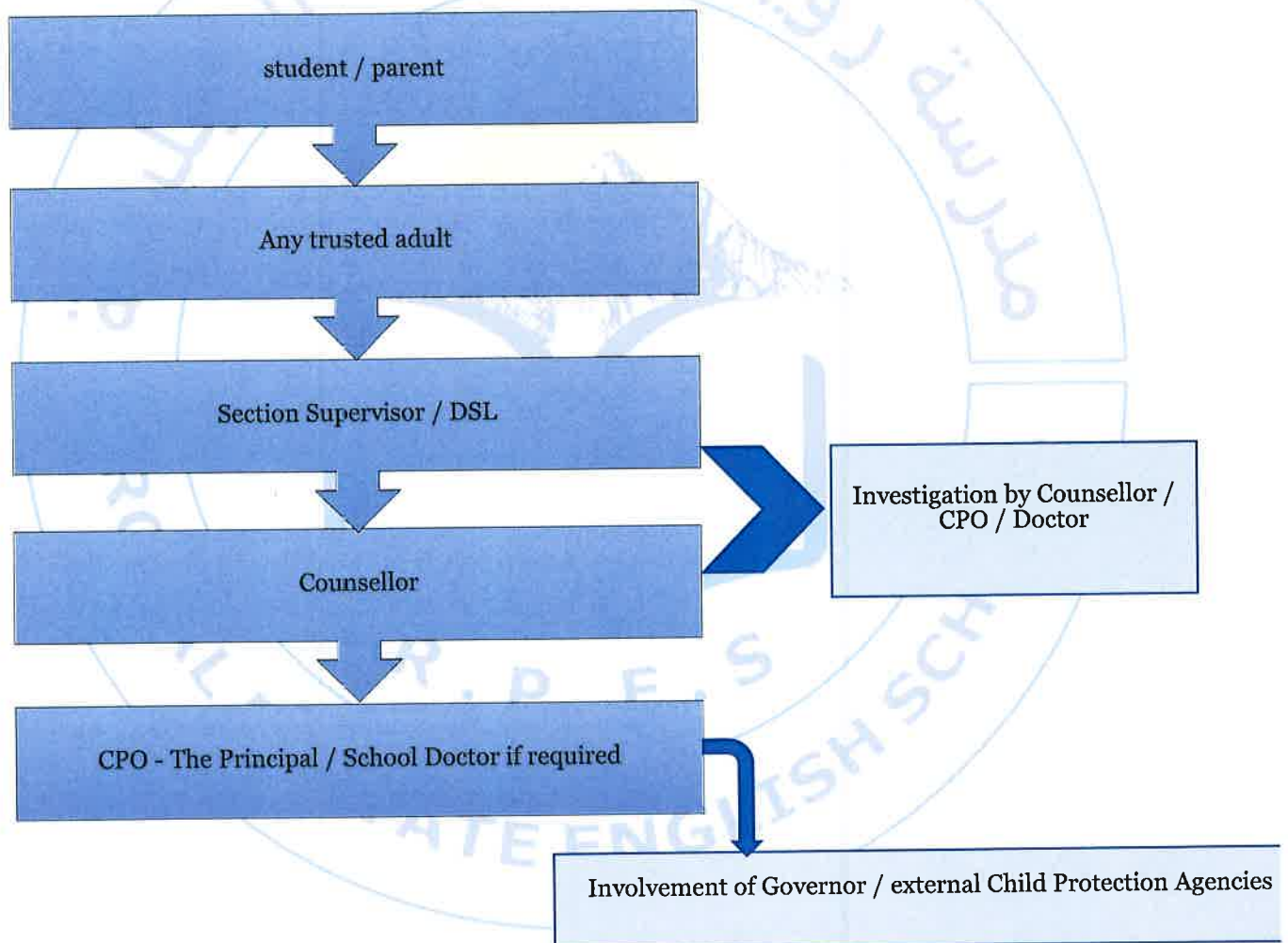
Why is it important to report bullying?

Research has shown that these are some of the effects on repeatedly bullied students.

- Bullying can seriously damage the mental health of some vulnerable children and it can last for a lifetime.
- Children who are repeatedly bullied at school are often unable to learn their lessons. They find it hard to concentrate and may stay away from school.
- Children who repeatedly engage in school bullying are much more likely than others to commit crimes and harm others unless their behaviour is changed.

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Students who bully, need to learn alternative ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

The reporting protocol is as follows:



INTERVENTION STRATEGIES

Before planning an intervention, the following must be confirmed :

- The severity of the bullying,
- The kind of bullying, Physical, verbal or digital.
- The frequency at which it occurred before it was reported.
- The place at which the bullying occurred, whether in person on school grounds (which part of the school) or online (which online media – social, texting etc.)
- the age group of the bully and victim.
- Is the bully or victim involved in any other previous incidents?
- The witnesses present at the time of the bullying took place.
- The staff / in charge or on duty at the time the bullying happened.

In some cases a combination of intervention strategies will be used and in some cases one intervention method might be used. Some of the intervention strategies include:

Reprimand

Reprimand includes following protocols as mentioned in the Behaviour Policy. The degree of the bullying is determined and the action that follows is in line with the methods as outlined in the policy. Most often parents of both the victim and the bully are called for a meeting. The concerned supervisor along with the counsellor and / or the principal and the concerned members of the CPC are consulted.

Counselling

Should a student repeat an incident of bullying more than once, the counsellor is consulted and counselling sessions are conducted in line with the Counselling Policy. If the counsellor deems necessary, A Behaviour Intervention Plan is developed for the student.

Restorative Approach

The victim of bullying describes the effects that the bullying has had in the presence of the bully. This is done to inculcate a sense of empathy in the bully. This practice is carried out only if the victim is not too timid or afraid to speak up. If the bullying was disclosed by someone other than the victim, this method is not advisable.

Support Groups

Participants of support groups could be victims or perpetrators of bullying. The group meets under the supervision of a trained counsellor and discussions are led by the group but moderated by the counsellor. Depending on the type of group, discussions are carried out accordingly. The purpose of the support group is to bring about awareness, support and help overcome difficult situations together with students facing the same problem.

CHILD PROTECTION COMMITTEE

1 - Child Protection Officer at RPES: - Principal, Mr Syed Tahir Ali

2 – Designated Safeguarding Leads (DSL) :

Mr. Bassam Al Koussi (Headmaster)

Dr Alaa M Abdelmagid (School Doctor)

Mr Tamoghna Chakraborty (Senior School Supervisor – CBSE)

Mr. Alex D’Souza (Head of IGCSE & TnL)

Mr. Mohammed Shakeel (Senior School Supervisor - IGCSE)

Ms. Cheryl Pereira (Middle School Supervisor - IGCSE)

Ms. Manpreet Kaur (Middle School Supervisor – CBSE)

Ms. Diba Siddique - (Early Years and Junior two / KG to Gr.2 – CB & IG)

Ms. Remya Kuruvilla (School Counsellor & Social Worker)

Ms. Asmaa Husain (Arabic Social Worker)

Ms. Ohoud Sultan Al Kabi (Social Worker)

Ms. Gokulalakshmi (Special Educator)

Mr. Alaa Ahmed Tharwat (Discipline officer for boys)

Ms. Aisha Rashed Al Mesmari (Discipline officer for girls)

Mr. Ahmad Hassan (HR and Operations Manager)

Ms. Nashwa Mansour (Arabic HOD)

SCHOOL RESPONSIBILITIES

- Provide access to our anti-bullying behaviour policy to all members of the school community, via the school website
- Involve staff, parents and UAE approved agencies, in supporting the procedures instigated across the school
- ensure the staff work within the guidelines of the policy
- provide support and guidance to targets and perpetrators of bullying
- provide intervention with individuals who bully others

- use the Skills 4 Life and PSHE curriculum to discuss all aspects of bullying and cyber bullying, and the appropriate way to behave towards and respect each other

The role of Child Protection Officer is to:

- The CPO is the Principal of the school.
- Ensure that all members of the staff have access to the policy and implement it to safeguard students against bullying.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse.
- Provide Child Protection training for all staff members and governors.
- Ensure that all such situations are handled appropriately and effectively and appropriately reported.
- Ensure all allegations and concerns of abuse must be taken seriously, irrespective of the identity of the alleged perpetrator and victims, and regardless of how 'unbelievable' the situation may seem.
- Ensure that no staff member can agree to keep information regarding actual or suspected abuse 'private' as a personal confidence.
- Keep written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter or take it further. Where there is cause to take the matter further Child Protection Officer must ensure that the case is discussed with the board of governors and all relevant parties.
- Ensure all sensitive and personal data are kept confidential and be shared on a strictly 'need to know basis'.
- Monitor child protection awareness in the school and ensure that due diligence is given to Child Protection issues

Role of the Designated Protection and Safeguarding Coordinator.

- The Designated child Protection and Safeguarding Coordinator is the Counsellor of the school.
- Responsible for raising awareness of the child protection policy and procedures with teaching staff.
- Promote awareness of mental wellbeing among students and staff.
- Responsible for managing the child protection concerns of any member of teaching within their department.
- Collaborate with the Section Supervisors in referrals.
- Responsible for liaising with the designated officer / Section Supervisor / DSL in investigating cases of abuse and providing appropriate intervention for the victim and perpetrator if the offender is a student at the school.

- Responsible for promoting safeguarding ethics across departments.
- Induction of new member of department teaching staff with child protection policy and procedures.
- Keep written records of concerns about children confidential . (noting the date, event and action taken), even when there is no need to refer the matter or take it further.
- Keep a log of incidents on campus, as well as online and carry out an audit of the incidents in line with the online safety policy.
- Report cases of abuse to the CPO.

Role of Designated Safeguarding Leads:

- Will take responsibilities in the absence of the Designated Protection and Safeguarding Coordinator.
- Act as child protection officer in absence of the Principal as designated by the CPO.
- Responsible for raising awareness of the child protection policy and procedures with all staff.
- Responsible for managing the child protection concerns of any member of staff
- Collaborate with the CPO/ School Principal in referrals.
- Responsible for reporting any incidents of abuse or suspected abuse to the Child Protection coordinator or CPO.
- Responsible for promoting safeguarding ethics within the school.
- Induction of new member of staff with child protection policy and procedures.
- Responsible for reporting to the Senior Management 'on need to Know' basis.
- Keep written records of concerns about children in their departments.
- DSL must ensure that the case is discussed with all relevant parties and that there are set procedures for reporting and following up concerns.

Role of the Operations Manager (Mr. Ahmad Hassan Chowdhary)

- To ensure the infrastructure in the school is as child friendly and minimizes risk, hereby reducing the numbers on incidents that happen on campus.
- Perform a risk assessment of incidents and an audit to ensure the same is not repeated.
- Create a team who will be responsible on campus during break times, student arrivals and dispersals, on field trips or any other activities.
- Ensure the implementation of the policy by all administrative staff and support staff.
- Ensure that support staff follow protocols when dealing with children or assisting children to the washrooms.

- Ensure safety precautions when students commute using the school transportation facilities.
- Ensure conductors on busses follow safety protocols and procedures when commuting along with students.

Role of the counsellor and Special Educator:

- Students are referred to the counsellor for support.
- The counsellor gauges the severity of incidents and follows it up with the CPO.
- The counsellor is to identify signs of abuse or if a child is at the risk of being abused.
- It is the role of the counsellor to identify causes of distress and if they are related to abuse , psychologically or physically.
- The special Educator works with students of determination to ensure their overall development. Any signs of abuse reported by SODs are reported immediately to the CPO and Counsellor.
- All cases concerning SOD's are dealt with in accordance with the protocols stated in the policy.

TEACHER RESPONSIBILITIES

- Keep child protection as their priority.
- Be vigilant to look for signs of bullying , example physical signs, sudden onset of requent illness, absenteeism, unnecessary crying, sudden decline in school performance.
- model anti-bullying attitudes and behavior
- take responsibility for either teaching the Skills 4 Life/PSHE program or supporting it
- support the School Aims , respect and valuing diversity
- listen and respond to reports of bullying, provide support and refer as needed
- implement the school code of conduct and anti-bullying policy

PARENT RESPONSIBILITIES

- support and inculcate values of tolerance and respect in the home
- encourage their child to exercise these values in all contexts including at school
- Educate their children about following school rules and policies
- report bullying and encourage their child to do so
- provide support and encourage their child to seek help
- Support the school in resolving bullying issues

As PARENTS

If your child is Bullied you need to:

- Work with the school to support your child
- Call the school not the other child's parents
- Report the incidents even if your child does not want this
- Tell your child the following
 - that bullying is wrong
 - all students have the right to attend school without fear
 - the problem is unlikely to stop without adult intervention
- Help your child learn to stand up against bullying behavior
- Use the internet, books and ask the School's Counselor for resources
- Support the School policy on anti-bullying

If your child bullies another student you need to:

- Tell them it is wrong and to stop
- Try to gauge and find out the reasons for bullying
- know that the profile of bullies includes:
 - both boys and girls
 - often popular outgoing and successful students and
 - students who may have also been victims of bullying → work with the school and support the school policy on anti-bullying

STUDENT RESPONSIBILITIES

- show respect for all members of the school community
- speak out against bullying and report it when witnessed
- support students who are bullied
- support the Student Representative Council to assist with anti-bullying suggestions

As STUDENTS

To prevent Bullying students need to:

- work to create a happy school environment for all
- respect themselves and others
- learn to tolerate and accept individual differences
- stand up against bullying behaviour
- support the school policy on bullying

If you are Bullied, YOU need to:

- tell the bully to stop in a firm but nonviolent way
- seek help and talk about it to someone you trust

- report it to your teacher
- try not to show you are upset- this is hard but a bully thrives on someone's fear
- stay with a group of friends/people- there is safety in numbers
- don't fight back as it may make matters worse, however, if you decide to fight back, talk to a teacher or parent first

If you know someone who is being bullied YOU need to:

- care enough to do something about it, whether it affects you personally or not
- step in early and try to defuse the situation before it gets out of hand
- report it to a teacher or parent
- take a friend with you if you want, when reporting
- don't be, or pretend to be, friends with a bully to please them in an attempt to stop the bullying

PROTECTIVE AND PREVENTIVE MEASURES

Royal Private English School, Fujairah has clear lines of accountability in relation to safeguarding and protecting children and young people. This means.

- The principal, headmistress and entire staff is accountable and responsible for ensuring that satisfactory arrangements are in place to protect the children.
- CCTV cameras are installed in all areas of the school
- Staff are on arrival , dispersal , break and corridor duties to ensure the safety of all students.
- Washroom are always supervised by an attendant.
- Students are educated about individual differences, tolerance , bullying and its effects , kinds of bullying and the importance of reporting the same.
- The school conducts counselling sessions , PSHE lessons , MEP lessons, Counsellor led lessons to bring awareness among students.
- The school leadership team is responsible for ensuring that the school follows safe recruitment processes
- Vetting procedures to prevent unsuitable person from having contact with children.
- Allegations or concerns about staff relating to children are handled effectively
- No activity or program is undertaken with children without the express written permission of their parents/guardians
- To report any concerns they may have about the protection of children, in accordance with this policy.
- Ensure that personal information is kept confidential.
- Reproduce images of children only after getting the written permission of their parents/guardians

Supportive Measures

Our school recognizes that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, while at school their behaviour may still be challenging and defiant or they may be withdrawn.

This school will endeavour to support pupils in the following way:

- The curriculum includes lessons to encourage self-esteem and self-motivation.
- The school's ethos promotes a positive, supportive and secure environment which gives all pupils and adults a sense of being respected and valued.
- A consistent approach agreed by all staff which will endeavour to ensure that students know that certain behaviours are unacceptable, but s/he is valued as an individual.
- Regular liaison with other professionals and agencies who support pupils and their families.
- A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition that statistically children with behavioral difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioral problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and needs support or protection.

At Royal Private English School, Fujairah we strive to see that the children under our care and supervision grow up to be well balanced and healthy individuals who contribute significantly to the Society. We give necessary skills for our students, and we believe that the best way to protect children is to empower them to protect themselves.

This policy should be read in conjunction with the following policies and procedures at RPES:

REFERENCE POLICIES

This policy should be read in conjunction with the following policies and procedures at RPES:

- Attendance Policy
- Behaviour Policy
- Professional Standards in Online Communication

- Professional standard for staff
- Anti - Bullying policy
- Child Protection Policy
- Personal, Social and Health Education Policy
- Online Safety Policy

ONLINE REFERENCES IN CREATING THE POLICY

[https://www.moe.gov.ae/Ar/ImportantLinks/Documents/AcademicGuidance/Addressing%20Bullying%20in%20Schools%20-%20Training%20Manual%20\(Electronic-English\).pdf#search=CYBER%20BULLYING%20POLICY](https://www.moe.gov.ae/Ar/ImportantLinks/Documents/AcademicGuidance/Addressing%20Bullying%20in%20Schools%20-%20Training%20Manual%20(Electronic-English).pdf#search=CYBER%20BULLYING%20POLICY)

<https://blogs.unicef.org/blog/bring-bullying-to-an-end/>



Principal

Royal Private English School

Fujairah

