GRACE VALLEY INDIAN SCHOOL-AL AIN, 2026-2027



Anti-Bullying Policy

Policy Statement

Grace Valley Indian School (GVIS), Al Ain, is committed to fostering a safe, inclusive, and respectful school environment where diversity is valued, and every student feels protected and supported. The school takes a zero-tolerance stance against bullying and promotes positive behaviour through a whole-school approach. All stakeholders—students, staff, and parents—share the responsibility to uphold a culture of kindness, equity, and unity.

Guiding Principles

The policy is rooted in principles of respect, inclusion, empathy, and shared responsibility among all members of the school community.

- Student-Centred Approach: All actions and interventions prioritize the well-being of the student.
- Equity and Respect: Every student, regardless of nationality, ability, or background, deserves to be treated with dignity.
- Preventive and Restorative Measures: Emphasis is placed on prevention and behavior correction through support and education.
- Whole-School Involvement: Staff, students, and parents play active roles in creating a bully-free environment.

psychological harm to another individual or group. It involves an **imbalance of power**, whether real or perceived, where the person engaging in bullying uses their strength, status, popularity, or access to sensitive information to control or harm others. Bullying can take place in person or online and may be direct or indirect in nature.

Key Characteristics of Bullying:

- **Intentionality:** The behavior is done on purpose, not accidentally.
- **Repetition:** The behavior happens more than once or has the potential to happen again.
- **Power Imbalance:** The bully uses social, physical, or emotional power over the victim, making it difficult for the victim to defend themselves.

Forms of Bullying:

- **Physical Bullying:** Using physical force to harm someone, such as hitting, pushing, tripping, spitting, or damaging belongings.
- **Verbal Bullying:** Saying or writing hurtful things, including name-calling, teasing, threats, inappropriate comments, or making fun of someone's race, religion, appearance, or abilities.
- **Social/Relational Bullying:** Hurting someone's reputation or relationships by spreading rumours, encouraging exclusion, embarrassing them in public, or manipulating friendships.
- **Cyberbullying:** Using technology such as social media, texting, or emails to threaten, embarrass, or harass someone. This includes sending mean messages, sharing private information or images without consent, or creating fake profiles to cause harm.

Objectives

At Grace Valley Indian School, our anti-bullying efforts are guided by clear and meaningful goals. This section outlines the key aims that drive our preventive strategies and response mechanisms. Through these objectives, we strive to cultivate a culture where every individual feels secure, respected, and empowered to contribute to a supportive learning environment.

- Foster a positive school climate based on respect, empathy, and kindness.
- Prevent and reduce incidents of bullying through education and awareness.
- Establish clear and confidential reporting and response mechanisms.
- Empower students, staff, and parents to actively prevent and respond to bullying.

Scope of the Policy

This section defines who is covered by the anti-bullying policy and where it is applicable. It ensures that all members of the school community understand their roles and responsibilities, and clarifies the environments in which the policy is enforced to maintain a safe and respectful atmosphere.

- This policy applies to:
- All students from KG to Grade 12
- All staff and faculty
- Behaviour occurring on school premises, school transport, school-related digital platforms, and during school-sponsored events.

Preventive Education and Awareness

To build a bully-free environment, the school engages students regularly through educational initiatives and interactive activities that promote empathy, resilience, and mutual respect.

- `GVIS adopts a proactive approach to create a bully-free environment through the following measures:
- Well-Being Periods and Life Skill Sessions: Conducted monthly to reinforce values of empathy, resilience, and kindness with age-appropriate themes.

- Anti-Bullying Awareness Campaigns: Age-appropriate sessions, skits, poster competitions, role plays, pledge drives, and debates organized during Anti-Bullying Week and throughout the year.
- Classroom Integration: Teachers incorporate anti-bullying themes into classroom discussions, assignments, and moral education classes.
- Peer Mentoring: Trained student mentors offer support and guidance to vulnerable peers.
- Inclusive Classroom Practices: Teachers promote positive behavior, inclusive seating and grouping arrangements, and celebrate diversity.
- Kindness Champions and Student Leaders: Roles designated in each grade to promote positive peer interactions and recognize acts of kindness.
- Visual Displays: Anti-bullying posters, murals, and reminder slogans placed strategically in corridors, restrooms, and classrooms.

Identification of Bullying – Warning Signs

This section guides staff and parents in identifying early indicators of bullying by observing changes in a student's behaviour, well-being, or academic performance.

- All staff and parents are encouraged to recognize potential signs of bullying, which may include:
- Reluctance to attend school
- Unexplained physical injuries
- Sudden drop in academic performance
- Withdrawal or anxiety
- Behavioural changes or damaged belonging

Reporting and Response Procedures

GVIS upholds a responsive and confidential reporting system through a structured process designed to ensure timely action, fairness, and comprehensive support for everyone involved.

- The school encourages students and staff to report all instances of bullying, including suspected incidents. Reports can be made in the following ways:
- Verbal or Written Reporting: To the class teacher, counsellor, social worker, or a member of the leadership team.
- Anonymous Reporting Box: Available near the counsellor's room.

Response Procedure

- Initial Response: All reports are acknowledged within 24 hours by the counsellor or relevant staff.
- Investigation: Conducted by the counsellor/social worker in collaboration with SLT. Confidentiality is strictly maintained.
- Documentation: All reports, interviews, and actions taken are documented using standardised forms.
- Parental Communication: Parents of the bully and the victim are contacted and informed of actions taken and support provided.
- Follow-up: Regular monitoring and follow-up with involved parties for 2–4 weeks post-intervention.
- Disciplinary actions for bullying will be based on the severity of the incident and follow the school's behavior management policy. These actions may include warnings, behavior contracts, suspension, or expulsion, depending on the situation.

Support and Intervention

The school takes a comprehensive approach to support all parties involved in bullying. Victims receive emotional support and protection, while perpetrators are guided through behavior intervention plans and counseling. Bystanders are empowered with the tools and knowledge to responsibly report and support their peers.

- For the Victim: Emotional support, counseling, and protection measures.
- For the Perpetrator: Behavior intervention plans, counseling, and monitoring.
- For Bystanders: Empowerment and guidance on responsible reporting and peer support.

Students of Determination (SoD) and Inclusion

GVIS is dedicated to ensuring that students of determination are fully included and protected within the school community. This is achieved through personalized support, accessible communication methods, and active participation in peer programs. The SEN team, counselors, and teachers collaborate to monitor and promote the well-being and progress of these students.

- GVIS ensures protection and active inclusion of SoD students through:
- Tailored awareness sessions in collaboration with the SEN department.
- Use of alternative and accessible communication formats for reporting.
- Integration in buddy programs and peer support systems.
- Ongoing observation, behavioural monitoring, and collaboration between SENCO, counsellor, and class teachers.

Student Anti-Bullying Champions

Student Anti-Bullying Champions lead peer initiatives, support safe reporting, and promote inclusion to help maintain a positive school climate.

- Each academic year, GVIS will appoint a Student Anti-Bullying Champion responsible for:
- Promoting peer advocacy and student voice
- Conducting classroom visits and student-led sessions
- Collaborate with staff to observe and report peer behaviour patterns.
- Encouraging kindness campaigns and social inclusion.
- Submit incident summaries and suggestions to the counsellor.

Roles and Responsibilities

At GVIS, maintaining a bully-free environment is a shared responsibility where every stakeholder—from students and parents to staff and leadership—plays a proactive role in promoting safety, empathy, accountability, and collective action through consistent collaboration and awareness.

Students:

- Report incidents promptly and accurately.
- Stand up for peers in distress and act as upstanders.
- Treat others with empathy, kindness, and inclusion.

Teachers:

- Monitor student interactions vigilantly in classrooms, corridors, and during activities.
- Create a safe and respectful classroom climate.
- Address concerns immediately and refer serious cases to counsellor or SLT.

- Parents:
- Be alert to behavioral changes and signs of bullying.
- Maintain open communication with children and the school.
- Attend school-organized awareness and parenting sessions.

Counsellor:

- Lead awareness and preventive programs.
- Offer individual and group counseling to affected students.
- Maintain documentation and ensure follow-up.

Social Worker:

- Investigate repeated or severe behavioral patterns.
- Conduct family outreach and home visits when required.
- Collaborate with the counselor, SEN team, and leadership.

Leadership Team:

- Ensure consistent policy implementation.
- Organize training and ensure all staff are aware of procedures.
- Review incident trends and report to ADEK where applicable.

Training and Capacity Building

GVIS is committed to ongoing professional growth for staff and parents, fostering a culture of awareness, collaboration, and continuous improvement in addressing bullying and promoting inclusivity.

- Ongoing professional development sessions and Annual training sessions for all teachers, assistants, and support staff.
- Parent sensitization programs through meetings and digital communication
- Participation in ADEK's certified anti-bullying programs focusing on behaviour management and inclusion.
- Orientation for new staff on policy implementation and child protection.
- Evaluation surveys conducted post-training to assess effectiveness and identify needs.

Communication and Parent Involvement

GVIS emphasizes transparent communication and active parent involvement to ensure a united and effective approach in preventing and addressing bullying within the school community.

- Parent communication is carried out via:
- WhatsApp, emails, and phone calls
- Scheduled parent-teacher meetings
- Direct visits to the school for discussions or interventions
- All communication regarding bullying cases is documented and treated with discretion.
- Weekly newsletters with values education and mental health updates.
- WhatsApp broadcasts, email circulars, and Parent-Teacher meetings for updates.
- Prompt parent involvement in any bullying-related incident and support plans.
- Records of all communications securely maintained by the counselor

Review and Evaluation

To ensure continued relevance and effectiveness, the anti-bullying policy undergoes an annual evaluation driven by reflection, collaboration, and data-informed insights, aligning it with evolving school needs and ADEK guidelines.

- This policy will be reviewed annually by the Anti-Bullying Committee, incorporating:
- Feedback from students, parents, and staff
- ADEK updates or directives
- Insights from incident reports and school observations

Conclusion

GVIS remains steadfast in its commitment to creating a safe, respectful, and inclusive learning environment for all students. As we move forward, GVIS calls upon its entire community to actively participate in building a culture that not only rejects bullying but champions empathy, accountability, and mutual respect. Our collective efforts—through consistent education, early intervention, and open communication—will ensure that no child feels isolated or unsafe. Let this policy serve not just as a guide, but as a shared promise to create a nurturing space where every voice is heard, every difference is respected, and every student is empowered to grow with confidence and dignity.