



Anti-Bullying Policy

Approved policy

Policy owners	Academic Director; Head of Early Years; Head of Junior School; Head of Senior School; Designated Safeguarding Lead
Approval authority	Board of Governors
Status	Approved
Effective date	1 September 2026
Next review date	1 September 2027

1 Purpose and scope

English International School Baghdad (EISB) provides a safe, respectful and inclusive environment in which students can learn without intimidation. Bullying in any form is unacceptable. This policy explains how the school prevents bullying, enables children and families to report concerns, responds fairly, supports those affected and checks that harm has stopped.

It applies to students in Early Years, Junior School and Senior School on the premises, during school transport, trips, fixtures and other school activities. The school also responds to conduct outside school or online when it affects students' safety, relationships or education. Concerns about adults are referred through safeguarding and staff procedures rather than investigated under the student bullying route.

2 Meaning and forms of bullying

Bullying is behaviour that hurts, intimidates or isolates another student, often repeated over time and involving an imbalance of power. It may be deliberate or arise from a pattern whose effect becomes clear through investigation. A single serious incident, threat, discriminatory act or safeguarding concern is addressed immediately even when it does not meet a repeated-behaviour definition. The school does not dismiss harmful conduct as banter or require a student to prove an intention to hurt before receiving support.

Form	Examples
Physical	Hitting, pushing, unsafe intimidation, interference with belongings or damage to property.
Verbal	Name-calling, humiliation, threats, persistent teasing or abusive language.
Relational	Deliberate exclusion, spreading rumours, manipulating friendships or encouraging others to isolate someone.
Online	Threatening messages, impersonation, hostile group chats, repeated unwanted contact, sharing harmful content or coordinated exclusion.
Discriminatory	Conduct related to race, nationality, language, religion, sex, disability or other personal characteristics, including slurs and prejudice-based harassment.

Conflict, a one-off disagreement and friendship changes are not automatically bullying, but staff still address harm, assess any power imbalance and watch for patterns. The impact on the child and any safeguarding risk guide the response.



3 Roles and responsibilities

Role	Responsibility
Board of Governors	Approves the policy and reviews assurance that prevention, reporting and response arrangements work in practice.
Academic Director and SLT, including the three Heads	Lead a respectful culture; ensure staff training and supervision; oversee investigations, proportionate action, support and family communication; review patterns and report significant themes to the Board. The three Heads coordinate action in their phases.
Designated Safeguarding Lead (DSL)	Receives concerns indicating harm or risk; directs safeguarding assessment, protection, referrals and restricted records; advises leaders on safe communication and support.
All staff	Notice and interrupt harmful conduct; listen without dismissing concerns; safeguard students; submit the Bullying Concern Form for concerns they observe or receive verbally; and respond to the automatic notification or report as directed by the relevant Head and DSL. Staff do not conduct independent safeguarding investigations.
Students	Treat others with respect, report bullying affecting themselves or others, and avoid sharing harmful content or retaliating against anyone who reports.
Parents and carers	Tell the school about concerns, preserve relevant information, support agreed action and report any recurrence.

4 Prevention and a culture of reporting

The school teaches respectful relationships, empathy, inclusion, safe online conduct and help-seeking through lessons, assemblies, pastoral work and age-appropriate activities. Staff model respectful language, challenge prejudiced remarks, supervise known risk locations and transitions, and use student feedback and incident patterns to adjust prevention. Peer support or mentoring may be used where suitable, with adult oversight.

Students are told how to speak to a trusted adult and that they will be heard without being blamed for reporting. The Bullying Concern Form is available on the school forms page and website. Staff, parents and students may complete it directly. A child may also report verbally, in writing or with help; inability to complete a form never delays action.

5 Reporting a concern

Staff, parents and students can submit the Bullying Concern Form through the school forms page or website. A student, witness or parent may also tell any member of staff. The receiving adult listens calmly, records the child's own words where possible, checks immediate safety and explains that information will be shared with those responsible for helping. Staff must submit the Bullying Concern Form for every bullying concern they observe or receive verbally, including the initial action taken. A form submitted by a parent or student automatically notifies the Heads of School and safeguarding team; staff add any further information and actions to the case record. Where there is violence, coercion, sexual harm, exploitation, a serious threat or another safeguarding concern, staff inform the DSL immediately and follow the Safeguarding and Child Protection Policy. Urgent safety action takes priority over completion of the form.



6 Response and investigation

Step	Required action
1 Protect	A staff member stops the conduct, separates students if needed, attends to injury or distress, and arranges safe supervision. The Head and DSL assess immediate risk and a temporary safety plan.
2 Record and triage	The submitted Bullying Concern Form automatically notifies the Heads of School and safeguarding team. The Head ensures the case is recorded in the school system and checks for safeguarding risk, discriminatory harm, online evidence or previous incidents. Staff document concerns they receive verbally using the form.
3 Establish facts	An SLT member speaks separately and fairly with the student affected, the student whose conduct is reported, witnesses and relevant staff. They review records and available evidence without circulating harmful material. An allegation is not treated as proven before it is assessed.
4 Decide and act	The Head records the conclusion, rationale, support and proportionate behaviour response. The DSL directs safeguarding action. Parents are informed where appropriate and safe; significant sanctions follow the Behaviour Management and Exclusion policies.
5 Support and follow up	Leaders agree a named adult, safety and pastoral support, a review date and checks with students and staff. They record whether the conduct has stopped, whether retaliation has occurred and whether the plan needs changing.

The initial safety assessment occurs as soon as the concern is received. The investigating leader updates the students and families in a timely manner, explaining any delay where more evidence is required. Separate accounts and relevant evidence are handled confidentially. If facts remain disputed, the school records what can and cannot be established and continues proportionate safety support.

7 Support and proportionate action

The student affected is offered a trusted adult, check-ins, adjustments to supervision or seating, support from the school psychologist or counsellor where appropriate, and a clear route to report recurrence. The student whose conduct is reported is heard fairly and offered guidance, pastoral support or an individual behaviour plan to change conduct. Witnesses are supported where needed. Support is available whether or not a formal finding of bullying is made.

Consequences follow the approved Behaviour Management Policy and reflect seriousness, age, context, repetition, individual needs and any safeguarding findings. They may include a warning, supervised detention, behaviour plan, internal suspension or consideration of fixed-term suspension under the Exclusion Policy. Serious violence, sexual harm or discriminatory abuse may require immediate safeguarding action and senior leadership review. Restorative conversation is used only when safe, voluntary and suitable; it is never a condition for a harmed student to receive protection. Staff do not require a student to forgive or meet someone who harmed them.

8 Cyberbullying and conduct beyond school

Online bullying is addressed when it affects school safety or learning, including conduct on personal devices or outside school hours. Staff advise students not to respond or forward material, preserve relevant messages or screenshots securely, and report harmful content through appropriate platform or safeguarding routes. Staff do not ask students to circulate images and do not view or copy indecent images. The DSL directs action



where intimate images, threats, exploitation or criminal conduct may be involved. IT staff may assist with technical containment under the school's digital safety procedures.

9 Safeguarding and child-on-child harm

Bullying may be a form of child-on-child abuse. Physical aggression, coercion, sexual harassment, harmful sexual behaviour, discriminatory abuse, exploitation or severe emotional harm is referred to the DSL without waiting for a bullying investigation to finish. The DSL considers safety, support, parent contact and any external referral under the safeguarding policy and applicable local requirements. Staff never describe such conduct as a normal part of growing up. The needs and rights of all students involved are considered, without compromising the safety of a child who has experienced harm.

10 Communication, confidentiality and concerns about decisions

Leaders communicate separately with the families involved, share the action relevant to their own child and protect other students' confidential information. Parents and students are told whom to contact if the behaviour continues. Records are available only to authorised staff who need them for safeguarding, investigation, support or oversight. A student is not penalised for a good-faith report. Concerns about the handling or outcome may be raised with the Academic Director and, if unresolved, through the school Complaints Procedure.

11 Recording, monitoring and review

The Bullying Concern Form creates the initial report and automatically notifies the Heads of School and safeguarding team. The school system holds or links the form and records factual accounts, risk and safeguarding referrals, decisions, actions, parent contact and follow-up. Safeguarding records are held in the appropriate restricted system. The relevant Head checks that agreed actions and review dates are completed; the DSL monitors safeguarding themes. SLT reviews patterns by type, phase and location, repeat cases, retaliation and the effectiveness of support, and reports significant themes and improvements to the Board of Governors at least annually. This policy is reviewed annually and after a serious incident or significant change in school practice.

12 Related policies

This policy should be read with the Behaviour Management Policy, Safeguarding and Child Protection Policy, Student Code of Conduct, Exclusion Policy, SEND and Inclusion Policy, Digital Safety procedures and Complaints Procedure. The Bullying Concern Form on the school forms page and website is the required documentation route for staff reports and is available directly to parents and students. An urgent concern must be acted on immediately even if the form is not yet complete.