جيمس مدرستنا الثانوية الإنجليزية، دبي
GEMS Our Own English High School, Dubai

PEER TO PEER ABUSE POLICY

Aim & Purpose

Children and young people may cause harm to one another in a number of ways that would be classified as peer-to-peer abuse. The purpose of this policy is to explore the many forms of peer-to-peer abuse and include a planned and supportive response to such issues.

Introduction to abuse and harmful behaviour

Abusive behaviour can happen to pupils in schools and settings, and it is necessary to consider what abuse is. It must be managed, and the appropriate support and intervention must be in place.

Types of Abuse: Physical Abuse

Physical abuse may include hitting, kicking, nipping, shaking, biting, scratching, and hair pulling or otherwise causing physical harm to another person. Before taking appropriate action, the incident needs to be investigated and studied to find why the child engaged in such behaviour.

Sexual violence and sexual harassment

Sexually harmful behaviour may range from inappropriate use of sexual language, touch, or assault/ abuse.

Sexting

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content. They are often 'shared' via social networking sites and instant messaging services.

Bullying

Bullying is defined as '*behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally, leaving someone out.'* It can happen anywhere – in school, in the school bus, at home or online. Bullying when repeated over a long period, can hurt a child both physically and emotionally.

Cyberbullying:

This involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g., on social networking websites) or sending or posting offensive or degrading images and videos.

Racist and Religious Bullying:

A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status.

Sexual / Sexist Bullying:

This includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or girls.

Disabled Bullying:

This targets a young person solely based on their disability. This can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victim's disability.

It is important to remember that bullying can also be a combination of the above.

What to do when a student is bullied?

The Student:

1. Reaches out to the trusted adult at school / home and through them the DSL / DDSL.
2. DSL / DDSL informs the Executive Principal.
3. If the case is grave and needs to be escalated to external agencies, the concerned Vice President, Education, the Cluster Senior Manager as well as and Head of Child Protection and Safeguarding at the School Support Centre will be informed.
4. The trusted adult at school will report the case via Phoenix Guard.
5. If the Parent informs about the case, it must be shared with the DSL / DDSL immediately for further action.

The Role of the DSL / DDSL

1. Listens carefully and calmly, and documents what the student conveys.
2. Collects additional information & discusses a plan of action with student(s).

3. Provides suggestions on what to do if bullying occurs again.
4. Sets a date for follow up review/s and records the incident in Phoenix Guard.
5. Notifies appropriate personnel – Counsellor.
6. Contacts the parent/guardian about the incident and the plan of action.
7. Follows up with student(s) over the next several weeks.

Current Designated Safeguarding Lead (DSL):

Ms. Sreeja Nair, Vice Principal – sreeja.n_ood@gemsedu.com

Current Deputy Designated Safeguarding Lead (DDSL):

Ms. Simmy Antony, Head of Senior School – simmy.m_ood@gemsedu.com

Dr. Sheeba Jojo
Principal