



ישיבת אהלי יוסף יצחק - ליובאוויטש - בית רבקה  
YESHIVAH-BETH RIVKAH COLLEGES  
תחת נשיאות כ"ק אדמו"ר מליובאוויטש

## **YESHIVAH-BETH RIVKAH COLLEGES**

### **Anti-Bullying Policy**

If you have any queries or questions in relation to this policy, please feel free to contact your child's classroom teacher, year level convenor, Head of School or Welfare Committee member - <http://www.ybr.vic.edu.au/welfare-committee/>

### **Background & Rationale for this Policy**

YBR Colleges strongly upholds and respects the right of students and staff as individuals entitled to feel safe, secure and supported in the YBR School environment

All students, staff and parents are responsible for treating others with respect both in school and outside of the school environment.

Accordingly, all forms of bullying and inappropriate behaviours contravene this basic right, and will not be tolerated.

### **Who does this Policy include?**

This policy applies to all students of the YBR Schools who feel they are being bullied.

### **Why do we need this Anti-Bullying policy?**

#### **Rights and Responsibilities**

Students of YBR Schools have the right to work, learn and socialise within a positive culture and environment where bullying is not accepted. This includes:

- The right of respect from others
- The right to learn (or for teachers to teach)
- The right to feel safe and secure in the school environment

It is incumbent on all members of the YBR School Community to

- Reinforce within the school community what constitutes bullying, and the fact that it is unacceptable
- Remain alert to signs and evidence of bullying and to report it to the appropriate staff member.

- Ensure that all reported incidents of bullying are followed up appropriately and that support is given to the person doing the bullying behaviour, the person being bullied and bystanders (as appropriate).
- Seek parental and peer-group support and co-operation (as appropriate)

Be aware and up-to-date with the school's position on bullying.

### **AT OUR SCHOOL BULLYING BEHAVIOURS ARE DEFINED IN THE FOLLOWING WAYS**

“Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.” <https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>

It may take different forms and can include:

- **Physical bullying & Harassment** – any intentional and unwelcome use of physical contact or deliberate property damage.
- **Verbal / Written bullying & Harassment** – the use of language to threaten, shame, humiliate or hurt, including put-downs and teasing
- **Gesture bullying & Harassment** – the use of non-verbal signals to cause intimidation or fear.
- **Exclusion bullying & Harassment** – leaving someone out on purpose in order to cause feelings of rejection and hurt.
- **Extortion bullying & Harassment** – the use of threat or power to obtain favour or goods.
- **Racial/religious bullying & Harassment** – antagonism or prejudice directed towards someone based on their race or religious standing.
- **Cyber-bullying & Harassment** - including text messages, chat lines, repeated phone contact, email contact that harasses or causes distress.
- **Sexual bullying & Sex based Harassment** – any unwelcome and uninvited comment, attention or contact behaviour of a sexual nature that is found to be humiliating, offensive or intimidating.

**The child friendly definition for our school is:**

**Bullying is when a person or group of people misuse their power to hurt someone, on purpose, and it doesn't stop.**

## **What Bullying is Not**

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence
- a teacher or other appropriate staff member applying our discipline or other policy in an appropriate manner

However, these conflicts still need to be addressed and resolved.

<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>

## **How do I Report Bullying / Harassment?**

- Tell a class teacher or other staff member.
- Tell a parent.
- Emails can be sent to explain and report the incident to the classroom teacher.
- If students/ parents do not feel a situation has been resolved, they may contact a member of the Welfare Team (Please refer to the school website for the full composition of the Wellbeing team) or Heads of Schools.

## **OUR SCHOOL COMMUNITY WILL ENACT THIS POLICY BY:**

### **1. Primary Prevention:**

- Professional development for staff, which may include restorative practices, circles and discussion groups, resilience training, effective bullying and harassment prevention or management techniques.
- Community awareness through newsletter articles, emails letters to parents and links to current research relating to building resilience, bullying, and restorative practices.
- Providing Education Programs that promote resilience, life and social skills, assertiveness, anti- bullying, conflict resolution, mindfulness and problem solving.
- Classroom teachers (primary/kindergarten/crèche) and Year Level Convenors (High School) to clarify the school's stance on bullying and to explain the Anti-Bullying Policy to students at the start of each school year. They will provide clear examples of what does and does not constitute bullying behaviours.
- Publishing, or periodic updates, of the Anti-Bullying Policy on our website, making it accessible to the YBR Community

### **2. Early Intervention:**

- Promote, to both staff and students, the reporting of bullying incidents involving themselves or others, and reiterating this course of action on a regular basis.

- Once identified, the person doing the bullying behaviour, the person being bullied and bystanders will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented.
- When bullying behaviours have been followed up, we adopt an educational approach to support those responsible to stop their harmful behaviour and to support those affected to have a voice and some input into how the incident is addressed, how relationships are restored and how those involved can move on.
- Parents are strongly encouraged to contact the school if they become aware of a problem.
- Parent education and awareness about the context and dimension of bullying behaviours and harassment.
- Early identification of problematic behaviours and proactive support and education at an individual/ small group/ whole class and whole year level.

### **3. Intervention**

- Students and Staff identified by others as engaging in bullying behaviour will be informed that their behavior is being perceived as bullying behaviour.
- The person doing the bullying behaviour, the person being bullied and bystanders will be offered counselling and support.
- Allegations will be investigated.
- A restorative practice framework may be used.
- If student bullying persists, parents will be contacted and consequences implemented consistent with the school's Code of Conduct.
- A restorative conference (informal or formal) may be used to address the conflict.
- If Staff and parent bullying persists, the Head of School/Principal will commence formal disciplinary action in accordance with the relevant policies and legislation.

### **4. FOLLOW UP AND SUPPORT**

- Bullying surveys may be used to inform programs for our students to minimize and reduce bullying behaviour and harassment.
- Those responsible for, and those affected by, bullying behaviours will be provided with feedback and communication processes so that the school can monitor the impact and success of this policy.

## **PROACTIVE RESPONSE**

- Classroom teachers may use a circle format or discussion group on a weekly basis or periodically, as particular issues arise.
- The focus should be building social and emotional wellbeing, conflict resolution and mindfulness.

## **STAGED RESPONSE TO INCIDENTS OF BULLYING AND HARASSMENT**

THE STAGED RESPONSE WILL DEPEND ON THE FREQUENCY/LOCATION/PEOPLE INVOLVED/INTENSITY OR HARM DONE/REPETIVENESS/NEEDS OF EACH PERSON OR INDIVIDUAL CIRCUMSTANCES ETC.

IT IS IMPORTANT TO UNDERSTAND THAT NOT EVERY STAGE NEEDS TO BE FOLLOWED IN SEQUENCE.

### **Stage 1 may include:**

1. Those responsible for, and those affected by, bullying behaviours and the bystanders to be spoken with by classroom teachers or Year Level convenors.
2. Details may be documented in a Behaviour Log/ Seqta.
3. Parental Contact may be made via either phone call, email or meeting depending on the nature and severity of incident.
4. Consequence will be based on severity and the level of harm done and will aim to:
  - Safeguard the rights of those involved
  - Address the needs of those involved
  - Promote reflection and empathy
  - Provide the maximum learning opportunities for those involved
  - Stop the inappropriate behaviours
  - Promote prosocial behaviours
  - Take into account confidentiality

Informal or formal restorative conference, peer conference, apology letter, playtime suspension, lesson withdrawal, withdrawal of privileges.

5. In school counselling may be offered to those responsible for and those affected by bullying behaviours.

### **STAGE 2 may include:**

1. Incident investigated by senior staff members/Wellbeing Team.
2. Details documented in a Behaviour Log/Seqta.
3. Conferences held with those responsible for and those affected by bullying behaviours, bystanders and parents if appropriate.
4. Parents notified.
5. Student/parent restorative conference called with senior staff members/ Wellbeing Team, parents and all relevant parties if deemed appropriate.
6. Joint consequences may be decided upon. These may include:

- Restitution- something to address the harm caused, a daily report focusing on positive behaviours, lesson or half/full day in house suspension, an individual behaviour plan, developed and signed by student, parent and senior staff member.
7. Internal or external counselling with a mental health professional may be deemed essential for re-entry.
  8. Ongoing external counselling may be deemed necessary for those responsible for and those affected by bullying behaviours.

**STAGE 3 may include:**

1. Incident investigated by senior staff member.
2. Student assigned an on- campus or off-campus suspension.
3. Counselling sessions with an external mental health professional may need to be set up before student re-enters school.
4. On re-entry to school and class;
  - a) Student could be transferred to another class or year level (at school discretion).
  - b) Recess may be supervised/restricted and may be separate from peers.
5. Two out of school suspensions in a Semester, or a very serious incident of bullying, may result in a hearing with Principal of the school to discuss the students continued enrolment at the College (at the discretion of the school).

**Post Violation:**

- Consequences for students will be individually based and may involve:
  - Exclusion from the school yard at recess and lunch
  - Suspension (either in school or exclusion from school)
  - Withdrawal of privileges
  - Ongoing counseling for both those responsible for and those affected by bullying behaviours.
- Class meeting to reinforcing the programs to be continued or modified.
- Positive behaviour reinforced.
- Ongoing monitoring of those identified as exhibiting bullying behaviours.

**Please Note:** Under extreme or ongoing circumstances of bullying, the student responsible for the bullying behavior, may be asked to leave the school – this will be done at the discretion of the Principal.

**Parental support**

The school recognizes the vital role parents and guardians play in supporting and modelling the School's anti-Bullying policy. It is everyone's responsibility to respond to deal with bullying.

Parents are encouraged to:

- Maintain open communication between the home and school
- Report any incident or suspected incidents that may have affected their child, or that may indicate that bullying has occurred.
- Watch for signs of distress in their children, including a reluctance to attend school, a pattern of headaches or unexplained pains, equipment missing without explanation, requests for extra money, damaged clothing or unexplained injuries.
- Be prepared to notify the school of any bullying incident they become aware of, even if their own children are not involved.
- Take what their children say about being bullied seriously.

**Reviewed August 2017**