



Cheder
חינוך על סהרת הקודש

BULLYING AND HARASSMENT POLICY INCLUDING CYBER BULLYING

"... each and every person from *Bnei Yisroel* is loved by *Hashem Yisborach* even more than parents who give birth to their only child towards their old age... Think about what you say, because there is an Eye that sees and an Ear that hears..."
p.300, The Rebbe on Chinuch, citing Igros Kodesh, vol 20,
p.142

OBJECTIVES OF THIS POLICY

We aim:

- To prevent bullying, including cyber bullying, by taking a whole school approach that focuses on safety and wellbeing throughout all school practices.
- To promote positive student behaviour, prevent anti-social behaviour and encourage respect, compassion and cooperation.
- To promote healthy relationships between staff, students, parents and the wider community which are respectful, inclusive, supportive, positive, kind, helpful, fair and resilient.
- To create safe relationships where staff, students and parents feel comfortable to communicate/and or formally report, through the appropriate channels, any form of bullying that may occur both in school and outside the school environment.
- To create systems to ensure proper follow up of reported incidents.
- To promote proactivity, reflection and responsibility for one's own behaviour.

CHEDER LEVI YITZCHOK HAS A **ZERO TOLERANCE** APPROACH TO BULLYING



DEFINITIONS

BULLYING is repeated, targeted oppression, physical or psychological, of a less powerful person by a more powerful person or group. Bullying carries the intention of seeking to harm, intimidate or coerce.

The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal/Written (name calling or personal remarks)
- Indirect (spreading rumours or excluding someone from social groups)
- Cyber bullying (spreading rumours or doing harm through emails, chat rooms etc)

This could include (but is not limited to) **targeted, repeated behaviour** such as:

- Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving
- Publicly excluding a person from a group
- Taking or breaking a person's property
- Knocking a person's books or belongings out of their hands or off their desk
 - Teasing a person because of their looks or any other personal circumstance.

The effects of harassment or bullying may include:

- Poor health, such as anxiety and depression
- Lower self-esteem
- Reduced study performance
- Missed classes, social withdrawal
- Reduced career prospects

WHAT BULLYING IS NOT:

- Reasonable disagreements or arguments (if there is no power imbalance)
- A single, isolated act (although repetition may develop into bullying and any single act may constitute improper, even punishable behaviour)
- A staff member adhering reasonably to behaviour and discipline policies

HARASSMENT is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Harassment is usually directed at a person because of their gender, race, abilities or physical characteristics. It can be subtle or explicit.

Subtle



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This is the most common and includes:

- Offensive staring or leering
- Unwanted comments about physical appearance
- Racist comments or jokes
- Persistent comments about a person's private life or family
- Physical contact
- Offensive name-calling

Explicit (Obvious) This includes:

- Grabbing, aggressive hitting, pinching and shoving;
- Unwelcome patting, touching, embracing;
- Offensive gestures, jokes, comments, letters, phone calls or email; • Racially provocative remarks; and
- Displays of graphic material.

Extreme forms of sexual harassment will lead to criminal prosecution

CYBER BULLYING is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (eg. photos, drawings). Being involved in online spaces, either at home or at school, requires students to behave responsibly.

Please also refer to Cheder's *Internet Use, Technology and Electronic Device Policy*, which seeks to minimise the students' use of technologies except where carefully monitored and for educative purpose. Nonetheless, the school acknowledges that despite the aforementioned policy, children will have access, from time to time, to smart phones, and the internet.

Cyber bullying can happen to anyone and the bully can potentially act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Examples of cyberbullying behaviour are:

- Teasing and making fun of
- Spreading of rumours online
- Sending unwanted messages



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- Defamation

Factors affecting cyber bullying can include:

- The language you use and the things you say
- How you treat others
- Respecting people's property (e.g. Copyright)
- Visiting appropriate places

Behaving safely online means:

- Protecting your own privacy and personal information (commonly referred to as **Stranger Danger**)
- Selecting appropriate spaces for activities and school work
- Protecting the privacy of others (not inappropriately sharing personal information or images)
- Being proactive in letting someone know if something is 'not quite right'. At home this would be a parent or carer, at school an adult within their circle of trust, such as the class teacher or the Student Services Manager.

RIGHTS AND RESPONSIBILITIES OF THE CHEDER COMMUNITY

Every member of the community; students, staff, parents / guardians, has a responsibility to ensure that they do not hurt, threaten, frighten, humiliate or make anyone in the school community feel unsafe or uncomfortable. Students and parents are strongly encouraged to report any incidents of bullying. Staff must promptly and firmly address any reported incidents of bullying by following the flow chart (Attachment A) as attached to this policy.

Children have the right to learn, parents have the right to be involved and staff have the right to work in a supportive, caring, safe environment without fear of being bullied. Bullying is unacceptable anti-social behaviour and should not be tolerated by any member of the school community.

We aim to provide a safe and friendly environment for students and staff and to encourage care, empathy, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

Cheder Levi Yitzchok actively promotes the importance of positive behavioural expectations in a supportive, caring environment. Students' behaviour can



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contribute to their own educational, social, emotional and physical development and that of those around them. Positive behaviour has a positive influence on others. There are various educational programs for staff and students integrated into the school year developed by the Curriculum Co-ordinator and Student Services Department. Examples of these are:

STUDENTS

- Anti-bullying posters and communication flow charts will be posted throughout the school.
- School reward systems such as 'Student of the Week', Certificate of Achievements etc. that reward positive social behaviours.
- Activities for forging school spirit and unification through camps, outings, clubs and integrated class activities.
- Each term a session with the Principal or his delegate may be held in each classroom to discuss social issues, classroom interactions and proactive behaviours.
- Each student, once a term, may meet with the Principal or Student Services team to discuss their emotional wellbeing and educational progress, to ensure that they are not being bullied and to build safe and secure relationships.

All students have the right to:

- Learn and socialise without interference or intimidation, in a positive, safe environment
- Be treated with respect and fairness as individuals
- Expect a differentiated learning program that meets their individual learning needs
- Expect a high standard of education.

If a student sees another person being harassed or bullied they should tell the harassed/bullied person that they witnessed the incident and advise them to report it to an adult within their circle of trust, such as the class teacher or Student Services Manager. Alternatively, they themselves could report to a member of staff. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

All complaints will be treated confidentially. All parties involved will be communicated to throughout the process of investigating and resolving the complaint. For further information, see the *Cheder Grievance Policy*.



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Ongoing School programs of empowerment and resilience will be integrated into the school curriculum. The Principal or his Delegate, together with the Student Services Manager, will implement this.

STAFF

All staff have the right to:

- Work in a safe, orderly, cooperative environment;
- Receive respect and support from students, other staff, parents / guardians and community;
- Be valued and free to express opinions without prejudice or fear of reprisal; and
- Access professional development opportunities at all stages of their career.

To promote these rights:

- During induction, the school's Bullying and Harassment Policy will be provided to each new staff member.
- Professional Development sessions on children's and adults' wellbeing will be integrated into the PD calendar.
- A representative from the School Board will be nominated as the Staff Liaison Officer and staff will be notified.
- At staff meetings, staff members will be given the opportunity to share their successful achievements in dealing with challenging situations.

PARENTS / GUARDIANS

All parents / guardians have the right to:

- Know that their child is in a safe, happy, learning environment where they are treated fairly and with respect.
- Expect a positive and supportive approach to their child's learning.
- Expect open communication and participation in their child's education and behaviour management.

PROCEDURES

The Principal has ultimate responsibility for the implementation of this policy. However, it may be that the Principal delegates some of the duties described herein to the Head of School (Cheder and Bnos Chana).



In the event of a reported incident, or if a staff member notices a student mistreating another, Cheder Levi Yitzchok will investigate and follow policy.

We are committed to seeing beyond the behaviour, as at times behaviours are symptomatic of other underlying issues. We try to take a holistic approach and aim to empower students to find ways to meet their needs and goals socially without treating others in a way that is inconsistent with the ethos of our school and that they themselves could find offensive.

If an incident occurs, and the supervising staff member has the opportunity to sensibly address the behaviours there and then, and de-escalate, this will be the first line of response.

If the supervising staff member believes that there is an underlying issue that still requires attention, or if the student feels like this is an ongoing issue, the staff member may seek to resolve further, or may seek to bring it to the attention of the Principal or the Head of School.

The Principal or the Head of School will discuss with the involved parties at soonest opportunity.

The Principal or the Head of School may decide to ask the student/s to fill out the **Think Sheet** (Attachment B) to help ascertain the facts that sit behind the incident.

If the Principal or the Head of School determines there is indeed bullying as defined by this policy, a warning will be given to the student/s and parents/guardians will be notified.

The following may be implemented by the Principal or the Head of School:

- Bring together affected parties in a safe and controlled environment
- Encourage all parties to explain the motives of their behaviour
- Promote accountability, wellbeing, healing and connectedness
- Restore the dignity and wellbeing of the affected party
- Share feelings and opinions truthfully
- Endeavour to see and respect the other party's perspective
- Work together to determine how best to deal with conflict resolution
- Be flexible, tolerant and non-judgmental



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- Nurture forgiveness and *teshuvah* (* See below: **Repentance**)
- Reach understandings that repair and restore compromised relationships
- Discuss different choices that could have been made
- Strengthen our sense of community and citizenship with healthy relationships
- Follow up on negotiated undertakings and preventative processes;
- Act supportively in strengthening trust and communication
- Protect the privacy of affected parties
- Fill out an Incident Form (attachment C) with the details of the above steps;
- Communicate to the parents of the involved parties of what had taken place
- Update the involved parties with any new information or initiatives that came from the incident.

Should the behaviour continue, the student will be removed from school for one day, and a meeting with the parents will be called before the student can return.

An Action Plan will be developed and will be communicated to the classroom teachers and parties involved. If deemed necessary, there will be weekly meetings with the student and their parents to hopefully resolve the issues of concern. At times, outside professionals may need to be consulted. If any of the parties involved feel that the incident was not handled appropriately they may lodge a complaint with the School Board.

Should the behaviour continue again, the school reserves the right to remove the student for any amount of time it deems appropriate.

The Think Sheets, Incident Forms and Action Plans will be filed in the student's private records in the School Office. This may be used as reference for ongoing behavioural issues or relationships with outside professionals.

***Repentance** in Chassidic philosophy is a change of thought to correct a wrong and gain forgiveness from a person who has been wronged. It typically includes an admission of guilt, a promise or resolve not to repeat the offense; an attempt to make restitution for the wrong, or in some way to reverse the harmful effects of the wrong, where possible.



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ATTACHMENT A

IF YOU FEEL HARASSED OR BULLIED:

Speak to your Teacher or a trusted adult
(incl Student Service Manager)

Let your teacher or trusted adult know if the
behaviour continues

Speak to your parents

Speak to the Principal

EVERYONE DESERVES TO FEEL



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SAFE & HAPPY AT SCHOOL

ATTACHMENT B

THINK SHEET

Name of Student: _____ Date: _____
Time: _____

What happened?

What was wrong with what happened?

Who was hurt or What was damaged?

How can the situation be fixed?

What am I going to do to help fix it?



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How will I help make sure it doesn't happen again?

Office Use		
Copy to file <input type="checkbox"/>	Copy to parents <input type="checkbox"/>	Returned signed <input type="checkbox"/>
Moderating Teacher:		
Referred to:		
Parent's Signature:		

ATTACHMENT C

ACTION PLAN

Student's Name: _____ Year Level: _____



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Background:

Future Strategies:

Staff to be Notified:

Date: _____

Date of Review: _____

Student's Signature: _____

Parent's Signature: _____

Principal's Signature: _____



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REVIEW OF THIS POLICY

Current Version:	Bullying and Harassment Policy R20240227
Consultation with:	Executive Committee, School Advisory Board
Endorsed by:	Compliance Manager
Ratified by:	School Advisory Board
Next Review Date:	November 2024 (every 12 months)
Previous Version History:	Duty of Care R20200220