

## POLICY TITLE: ANTI-BULLYING POLICY

### DEVELOPED/REVIEWED BY

Senior Leadership Team

### REVIEW SUMMARY

*“Who is the person who desires life and loves days that they may see the good? Guard your tongue from evil and your lips from speaking deceit. Depart from evil, and do good; Seek peace, and pursue it.” (Psalm 34: 12 – 14)*

*“You shall not go up and down as a talebearer among your people.” (Leviticus 19: 16)*

*“You shall not wrong one another.” (Leviticus 25: 17)*

This policy identifies the interconnectedness of the characteristics of quality Jewish learning and teaching. It is intended to value, respect, and promote the self-esteem and dignity of each student, regardless of their cultural or linguistic background. The School will actively promote anti-bullying messages, alerting students and staff of the need to be vigilant.

It is essential that we create and maintain a respectful, safe and supportive learning environment that promotes student wellbeing, personal growth and positive self-esteem amongst our diverse range of learners.

The prevention of and responses to incidents of bullying, inappropriate use of technology and disrespectful behaviour are more readily achieved in a caring and supportive environment that promotes positive relationships and reflects Jewish values. Bullying, cyber-bullying, harassment, aggression, and violence disregard core values of our faith, including inclusivity, egalitarianism and social justice. Importantly, such actions can adversely affect the wellbeing of our students and are therefore unacceptable.

### DOCUMENT DEVELOPMENT PROCESS

This document was reviewed by the Senior Leadership Team in June 2024 as a part of a cyclic review.

### RATIONALE

The School's approach to harassment including bullying, sexual harassment and other forms of intimidation is described below:

- The King David School community abhors all forms of harassment and resolves that it will not be tolerated.
- The School aims to provide a safe, supportive environment for all students, teachers, staff and parents.
- All members of the school community are entitled to feel safe at all times.
- The School community should act as an example to other communities in terms of its tolerance and harmony.
- The students of The King David School should leave the School empowered to deal with any harassment they may face in other settings.

Groups of students who are more likely to experience bullying or harassment are those who:

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- have a disability
- are gender diverse
- identify as LGBTIQ
- come from minority racial, national or ethnic backgrounds, including First Nations people.

## DEFINITIONS

<b>bullying</b>	<p>Includes but is not limited to repeated unreasonable behaviour directed towards a person that creates a risk to health and safety. It occurs when an individual or a group deliberately upsets or hurts another person, their property, reputation, or social acceptance on more than one occasion.</p> <p>Bullying can be direct or indirect and can include:</p> <ul style="list-style-type: none"> <li>• harassment</li> <li>• physical bullying</li> <li>• verbal bullying</li> <li>• gesture bullying</li> <li>• extortion bullying</li> <li>• exclusion bullying</li> <li>• visual bullying</li> <li>• sexual bullying</li> <li>• cyber bullying</li> </ul> <p>Bullying does not include socially unpleasant behaviours. Socially unpleasant behaviour that does not constitute bullying includes:</p> <ul style="list-style-type: none"> <li>• <b>Mutual conflict:</b> In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying situation, with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.</li> <li>• <b>Social rejection or dislike:</b> Unless the social rejection is directed towards someone specifically and involves deliberate and repeated attempts to cause distress, exclude or create dislike by others, it is not bullying.</li> <li>• <b>Single-episode acts:</b> Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different students is not the same as bullying.</li> </ul>
<b>physical bullying</b>	Includes but is not limited to hitting, tripping, pushing, shoving, fighting, pinching and any other unwelcome physical contact used intentionally to intimidate or hurt someone and includes damaging property.
<b>verbal bullying</b>	Includes but is not limited to name calling, insults or put downs, particularly those referring to physical characteristics, lying and spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, verbal abuse and homophobic or racist remarks.
<b>gesture bullying</b>	Includes but is not limited to non-verbal signals used to silence and intimidate a victim.
<b>extortion bullying</b>	Includes but is not limited to physically stronger and more powerful students may bully other students into giving up their possessions, buying food and drink, or taking part in rule breaking activities.
<b>exclusion bullying</b>	Includes but is not limited to deliberately being left out of activities or encouraging others to socially exclude someone.

<b>visual bullying</b>	Includes but is not limited to offensive notes or material, graffiti, or damaging other people's possessions.
<b>sexual bullying</b>	Includes but is not limited to touching, sexually orientated jokes, drawings of, or writing about someone's body, using rude names, or commenting about someone's morals, unwanted invitations of a sexual nature, asking questions about someone's private life.
<b>cyber bullying</b>	Includes but is not limited to the use of various forms of electronic media or the creation of deep fake imagery to spread text and visual messages to intimidate, lie or spread rumours or to cause hurt, embarrassment, humiliation or distress.
<b>harassment</b>	Harassment includes any unwelcome behaviour that offends, humiliates or intimidates a person. Generally, unlawful harassment occurs when someone is subjected to prohibited behaviour under anti-discrimination legislation.
<b>restorative practice</b>	Is a whole-school teaching and learning approach that encourages behaviour that is supportive and respectful. Restorative practices remove power imbalances by focusing on building positive relationships.

## PRINCIPLES/GUIDING PRINCIPLES

The School does not tolerate any form of bullying or harassment. This policy is grounded in the belief that:

- every person has the right to be treated respectfully and feel safe from any form of verbal, physical and emotional abuse, including those from diverse backgrounds and cultures (such as Aboriginal culture)
- the School is committed to building and nurturing a community that values diversity
- parents are the prime educators of their children
- the School community is involved in the development of School policies
- identification and reporting of bullying is essential to the effective implementation of this policy
- complainant(s) will be protected from victimisation
- learning technologies are used ethically and responsibly in the classroom environment, and in a way that minimises the opportunity for children, young people, and students to be harmed
- communication is respectful and human dignity is valued
- regular monitoring of School policies is necessary, and improvements are made where appropriate

## PROCEDURES

All members of the King David School community must be aware of the possibility of bullying and take action to prevent bullying if it is reasonably foreseeable.

### Responsibilities: The School

The School's approach to student wellbeing is underpinned by the restorative practice approach, which has at its core an understanding that in respecting ourselves, we learn to respect others. This understanding encourages all members of our community to take responsibility for their actions. Rather than adopting a punitive approach to student wrongdoing, an emphasis is placed on working with the student so that they can better understand the impact of their behaviour.

The procedures for responding to incidents of bullying will be conducted in line with the School's Positive Behaviours Policy and the School reserves the right to institute behavioural consequences listed in the Policy.

The School will respond to all reported incidents of bullying, alleged or actual, sensitively, fairly, and promptly by:

- initiating a restorative practices intervention

- keeping a written record of any bullying investigation
- encouraging students, staff and parents and carers to report bullying and cyber-bullying to the Kesher teacher, Year Level Coordinators, or Heads of School
- investigating complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved.
- Ensuring that complaints of bullying and cyber-bullying are handled in a way that is sensitive to students' cultural and linguistic backgrounds, and that recognises the diverse circumstances of students
- nominating a person or staff to coordinate strategies for the resolution of specific bullying incidents reported in the School
- notifying parents/guardians/carers of bullying incidents involving their children
- contacting the Police/Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct
- maintaining records of bullying incidents and related interventions in accordance with relevant recordkeeping requirements (such as the Public Record Office Victoria Recordkeeping Standards)
- promoting student voice and empowerment in classrooms to discuss matters associated with bullying, cyberbullying, safety and wellbeing
- regularly reviewing and evaluating this policy and the responsible use of technology policies and procedures to ensure they are working effectively
- engaging with parents/guardians/carers to review and evaluate this policy and the responsible use of technology procedures to ensure they are working effectively

### **Responsibilities: Staff**

Staff at the School aim to treat all members of the School community with dignity and respect and build respectful relationships that respond effectively and sensitively to the needs of each student by:

- implementing the student anti-harassment and responsible use of technology policies and procedures by responding promptly and appropriately to reported incidents of bullying
- implementing a restorative approach to incidents
- supporting the student anti-harassment and responsible use of technology policies and procedures through positive modelling and the promotion of appropriate behaviour
- engaging in professional learning to support appropriate anti-bullying responses which could include cyber safety, restorative justice practices, mediation and developing social skills in students. Such opportunities are made available to staff on the same basis as other professional learning.
- supporting all aspects of related school policies
- remaining vigilant in how students are using technology
- positive modelling and the promotion of appropriate online behaviour
- embedding critical thinking, values clarification, respectful relationships and developing empathy into our teaching practice
- responding to bullying and cyberbullying concerns by providing age-appropriate guidance and boundaries so that students can learn to self-regulate.

### **Responsibilities: Students**

Students at the School have responsibilities to use technology appropriately and respectfully. The staff at the School will encourage and support students to:

- follow the anti-harassment and responsible use of technology policies and procedures
- immediately seek help from a trusted adult if they are aware of or involved in a bullying or cyber-bullying incident
- seek support if bullied and refrain from retaliating in any bullying incident
- understand that any social networking site that identifies the School by name or image or implication is part of the School environment

- in age-appropriate circumstances the student should keep evidence of alleged bullying and produce it on request (for example phone text messages).

### **Responsibilities: Parents/Guardians/Carers**

Parents/guardians/carers at the School have responsibilities to use technology appropriately and respectfully. The School will work in partnership with parents/guardians/carers in responding to incidents of bullying. Staff at the School will:

- remind parents/guardians/carers about the need to reinforce the School's messages on the proper use of technology to help children grow into ethical and responsible digital citizens
- encourage parents/guardians/carers to report serious matters of out-of-school hours bullying and cyber-bullying to the Police or other appropriate authority (such as the Internet Service Provider) and, as relevant, to the School
- ask parents/guardians/carers to contact the School immediately if they know of any bullying incident
- expect that parents/guardians/carers will model behaviour that is respectful to all members of the School community
- encourage parents/guardians/carers to report serious matters of out-of-school hours bullying and cyber-bullying to the Police or other appropriate authority (such as the Internet Service Provider or the eSafety Commissioner [Report online harm | eSafety Commissioner](#)). When such bullying concerns the wellbeing of their own child, parents/guardians/carers are to contact the School.

## **RESPONSIBILITY**

- Principal
- All School Staff
- All Students
- All Parents/Guardians/Carers

## **RELATED LEGISLATION**

The *Education Training and Reform Regulations 2017* (Vic.) (sch 4 cl 12) outlines the School obligations to ensure the care, safety, and welfare of all students attending the School. In discharging its duty of care responsibilities, the School and teaching staff must exercise professional judgment to achieve a balance between ensuring that students do not face an unreasonable risk of harm and encouraging students' independence and maximising learning opportunities. Non-teaching staff, volunteers and external providers must exercise judgment appropriate in the circumstances. The School must also comply with legislation related to Occupational Health and Safety for staff.

This document is informed by relevant Australian and Victorian legislation including:

- *Education and Training Reform Act 2006* (Vic.)
- *Education and Training Reform Regulations 2017* (Vic.)
- *Disability Discrimination Act 1992* (Cth)
- *Disability Standards for Education 2005* (Cth)
- *Equal Opportunity Act 2010* (Vic.)
- *Occupational Health and Safety Act 2004* (Vic.)

## **RELATED POLICIES**

- Enrolment Policy April 2023
- Positive Behaviours Policy June 2023
- Student Wellbeing Policy June 2024
- School Complaints Handling Policy May 2024
- Staff Electronic Acceptable use Policy July 2022
- Social Media Policy April 2023

## **RELATED DOCUMENTS**

- Department of Education and Training (Vic). 2021. [Bullying Prevention and Response Policy](#)

- Department of Education and Training (Vic). 2021. [Cybersafety and Responsible Use of Digital Technologies](#)
- [Bully Stoppers](#) – a resource containing information and advice for the school community, including students, parents, and school staff.
- [Bullying. No Way!](#) – a website for Australian schools, managed by the Safe and Supportive School Communities Working Group (SSSC) which has representatives from all states and territories, including the Catholic and independent schooling sectors.
- [eSmart](#) – assists schools to develop a culture that promotes the safe, smart and responsible use of technology.
- [eSafety Commissioner](#) – provides a range of up-to-date information and resources, coupled with a complaints system to assist children who experience serious cyberbullying and image-based abuse.
- [Student Wellbeing Hub](#)
- [Public Record Office Victoria Recordkeeping Standards](#)

## NEXT REVIEW

July 2027