

Leibler Yavneh College

Positive Relationships Policy

(Anti Bullying and Harassment)

Rationale

The philosophy that underpins the Positive Relationships Policy is the understanding that positive, respectful and compassionate relationships result from student, College and community working together. Creating the conditions for positive relationships is a melding of elements that respond to or minimise negative states of being and actively promote the wellbeing of students. We believe that every student has the right to learn and every teacher has the right to teach and effective encouragement of the positive social and educational development of each child is of paramount importance.

Purpose

The purpose of Leibler Yavneh College's Positive Relationships Policy is to ensure that Torah values of *Derech Eretz* and *menschlichkeit* permeate our College culture and that our students strive to be 'of good character' as per our College Mission Statement. The policy sets out the principles and framework governing the behaviours and activities that support and respect all members of the College community in their rights and responsibilities.

The Positive Relationships Policy is supported by the **Tahalich תהליך (Process)** which guides the College's response to behaviour, mental health and critical incidents.

This policy applies to all members of the College community.

Principles

- Leibler Yavneh College strives to create a culture of positive behaviour, respectful relationships and tolerance which assists in reducing bullying behaviour.
- All members of the College community are entitled to feel safe, be treated respectfully, and be able to teach, learn and work free from harassment and inequity.
- All members of the College community, no matter what their background, race, ethnicity, gender, sexual orientation, gender identity, physical and intellectual attributes, are to be valued and respected.
- All members of the College community are to be treated with understanding, and to feel supported when raising issues that affect them or others, with College staff.
- All members of the College community are required to model and promote positive relationships in all communication, including online communication and publishing
- Leibler Yavneh College takes a zero-tolerance stance to all forms of bullying and harassment. The College will respond promptly to reports of bullying and harassment and act accordingly to support all students, staff and board members of the College who are affected by bullying behaviours.
- Leibler Yavneh College encourages all members of the College community to be upstanders providing regular training and a well-documented pathway for reporting incidents and/or unacceptable behaviours

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Policy Implementation

Definition of Bullying

The national definition of bullying for Australian schools is as follows:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices, and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time.

Bullying, of any form or for any reason, can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

While single episode acts of unacceptable language and/or conduct may not constitute bullying or harassment, the College will respond to them in the same way, as they are often precursors to bullying and harassment.

Categories of Bullying

Category	Includes
Direct physical bullying	hitting, kicking, tripping, pinching and pushing or damaging property
Direct verbal bullying	name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
Harassment and Sexual Harassment	<p>unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.</p> <p>any type of conduct or behaviour towards another person which is offensive, humiliating, demeaning, derogatory or intimidating. Harassment can be verbal, physical, written or visual.</p> <p>Harassment can take many forms, including:</p> <ul style="list-style-type: none"> making offensive comments, or jokes, about a person's religion, sexual identity, physical appearance, dress or private life

Category	Includes
Homophobia	<ul style="list-style-type: none"> • asking intrusive questions of a racial, religious or physical nature, or in relation to a disability • using technology to post inappropriate comments about a person's religion, physical appearance, dress or private life.
Discrimination	Unjust or prejudicial treatment of others especially on the grounds of race, age, sex or disability.
Indirect bullying	<p>action designed to harm someone's social reputation and/or cause humiliation, including but not limited to:</p> <ul style="list-style-type: none"> • lying and spreading rumours • shaming, embarrassing and humiliating • mimicking • social exclusion and encouraging others to socially exclude • damaging someone's social reputation or social acceptance
Cyberbullying	<p>direct verbal or indirect bullying behaviours using digital technologies. This includes but is not limited to harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.</p>
Victimisation	standover tactics, extortion, picking on others and repeated exclusion
Overloading	<p>Making unreasonable and/or unrealistic demands, setting timelines that are very difficult to achieve, setting tasks that are well beyond the person's current capability</p>

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Tahalich Process for Responding to Bullying and Harassment

The primary aim of the College’s response is to restore a positive learning environment for all students. Positive responses are based on the understanding that students are in the process of learning how to be a member of the school and wider community.



Guidelines for Reporting Bullying and Harassment

Students or Staff Members

- If you witness bullying or harassing behaviour it is important to call it out. If you feel you can, tell the person behaving in a bullying or harassing way that their behaviour is not appropriate. This behaviour is called 'upstanding' as is an important part of supporting people who may be bullied and preventing further bullying behaviour.
- Make a report to a trusted member of staff or other adult, even if you have only witnessed a one-off incident. You might offer information that helps in a current or future investigation.

Parents/Members of College Community

(These steps are useful if you think someone has been involved in bullying or harassing, or was a bystander or an object of bullying or harassment)

- For Student-Student incidents - Make a time to speak to the child's classroom teacher/College psychologist/Head of Year or other pastoral care staff member.
- For Student-Staff incidents– Make a time to speak to the staff member's manager/College psychologist/Head of School or College Principal
- Be as clear as possible regarding the event. Documenting incidents or collating evidence such as screenshots can be very helpful.
- Keep in touch with the College as the issue is investigated, especially if problems continue.
- It is important that you do not contact the student or parent of the student (or staff member) who you believe is responsible.

Bullies/Perpetrators

- If you are concerned that your own behaviour may be or may have been inappropriate or bullying, it is important to seek help by speaking to members of College Leadership who can support you to get help.

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Handling Complaints

This section details how we handle complaints of bullying and harassment for students. We have a three-tiered approach to complaints and how we address reports of bullying or harassing behaviours.



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Roles and responsibilities

The College:

- The governing board is responsible for reviewing and endorsing the Positive Relationships Policy
- The principal is responsible for overseeing the implementation of all aspects of the policy, ensuring the school has anti-bullying policies and procedures in compliance with the VRQA minimum standards.
- The principal is responsible for:
 - a. developing strategies that ensure the culture of the school is one in which positive behaviour and respectful relationships are given high priority
 - b. developing and implementing strategies and procedures that, as far as possible, reduces bullying to zero.
- The principal is responsible for ensuring clear procedures are in place for the reporting and monitoring of bullying incidents and behaviour.
- The principal is responsible for ensuring staff have access to regular training in the development of positive behaviour and in strategies for reducing bullying, particularly cyberbullying. The principal may also wish to provide regular training and support for parents in respect of bullying, particularly cyberbullying.
- The Heads of Schools are responsible for overseeing the development and implementation of anti-bullying strategies and for monitoring their effectiveness.

School Staff are required to

- Work together in collaboration with students and parents to ensure issues of behaviour and relationships are given high priority at all times.
- Respect and support students and other members of the College Community
- Model and promote appropriate behaviour
- Have thorough knowledge of the College policies relating to bullying and harassment
- Report and document incidents of bullying and harassment following the Tahalich for bullying and harassment
- Respond in a timely manner to incidents of bullying and harassment in accordance with this Policy.

Students are required to

- behave appropriately, respecting individual differences and diversity
- behave as responsible digital citizens
- follow the College's Positive Relationships Policy
- behave as responsible bystanders and be upstanders when they feel they can
- report incidents of bullying and harassment to members of staff following the Tahalich for bullying and harassment

Parents and Guardians should:

- support their children to become responsible citizens and develop responsible online behaviour.
- be aware of the College's Positive Relationships Policy and assist their children with understanding bullying and harassing behaviour.
- support their children in developing positive responses to incidents of bullying and harassment consistent with the College's policy.

- report incidents of school-related bullying to the College
- work collaboratively with the College to resolve incidents of bullying and harassment when they occur

All Members of the College Community should

- model and promote positive relationships that respect and accept individual differences and diversity within the College community
- support the College Positive Relationships Policy through words and actions
- work collaboratively with the College to resolve incidents of bullying and harassment when they occur

Links to other policies

- [Behaviour Education Policy](#)
- [Child Protection Policy](#)
- [Staff ICT Acceptable Use Policy](#) (Staff only)
- [Student ICT Acceptable Use Policy](#)
- [Complaints and Grievances Policy](#)
- [Wellbeing of LGBTI+ Students Policy](#)

Legal and regulatory basis for compliance

- 1) Duty of Care¹
- 2) Education and Training Reform Act 2006 (Vic.)
- 3) Education and Training Reform Regulations (2007)
- 4) Victorian Registration and Qualification Authority (VRQA) Minimum Standards
- 5) Victorian Government Department of Education and Training – Guidance for government schools, equally applicable to non-government schools, on bullying, cyberbullying and the role of the school
- 6) Disability Discrimination Act 1992 (Cth.)
- 7) Racial Discrimination Act (1975 (Cth.))
- 8) Sex Discrimination Act 1984 (Cth.)
- 9) Equal Opportunity Act 2010 (Vic.)
- 10) Racial and Religious Tolerance Act 2001 (Vic.)

¹ <https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinduty.aspx>

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