



Bullying and Harassment Policy Safe and supportive environment¹

Purpose

This policy sets out the way in which Yeshiva College Bondi (Yeshiva) ensures that it meets its legislative obligations in relation to provision of a “Safe and Supportive Environment”. As a registered non-government school it is responsible for knowing and complying with its obligations under the NSW Associated Acts mentioned in this document.

Responding to student bullying, including online bullying, form part of this policy. This policy forms part of the suite of policies to provide a safe, inclusive, and supportive environment for students.

Guidelines for developing and communicating anti-bullying procedures, strategies and practices relevant to the school’s context are guided and not limited to current publications and resources set by the NSW Government Office of Children’s Guardian.

Policy Statement

Yeshiva seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents, and the school community share the responsibility for making its community a respectful and safe environment.

Definitions

Aggression	means words or actions that are directed towards another and intended to harm, distress, coerce or cause fear.
Bullying	bullying as repeated verbal, physical, social or psychological behavior that is harmful and involves the misuse of power by an individual or group towards one or more persons.
Australian Student Wellbeing Hub ²	The Australian Student Wellbeing Framework supports Australian schools to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The vision of the Framework is that Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

¹ Clause 3.6 – Registration Systems and Members Non=Government Schools (NSW) Manual - March 2020

² [Australian Student Wellbeing Framework](#)



*Bullying behavior has three key features:	<ul style="list-style-type: none"> • It involves the intentional misuse of power in a relationship. • It is ongoing and repeated. • It involves behaviors that can cause harm.
Bystander	means someone who sees or knows about bullying that is happening to someone else
Cyberbullying	impact on others. By virtue of its nature, technology facilitates repeated access to harmful content.
Harassment	means behavior that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behavior, or it may be a single act.

*Bullying behavior can also involve intimidation, victimisation, and harassment, including that based on sex, race, religion, disability, or sexual orientation, both online and offline. Bullying of any form, or for any reason, can have long-term effects on those involved including bystanders.

Bullying can be illegal if it involves behaviors that include physical violence, threats of violence, damaging property, or stalking.

Conflicts or fights between equals, or single incidents are not defined as bullying.

Bullying behavior is not:

- students not getting along well
- a situation of mutual conflict such as teasing or disagreement
- single episodes of hurtful words or actions, or random acts of aggression or intimidation.

Bullying is when someone targets another child again and again and tries to make them feel bad. They say or do many mean and hurtful things, make fun of them a lot, try to stop them from joining in or make others not like them.

Although it isn't nice if someone says or does something mean to someone else, we don't call that

bullying. It also isn't bullying if children of the same age have a one-off argument.

For use with older students

Bullying is when one student (or a group) targets another student again and again to upset or hurt them. They might hurt them physically, try to socially isolate them or say and do many mean or humiliating things to them.

Although it is neither respectful nor acceptable if someone behaves in a mean or aggressive way on one occasion, it is not considered bullying. A fight or disagreement between students of equal power or status is not considered bullying.



Scope

This policy relates to student bullying whilst enrolled in Yeshiva College Bondi. When bullying involves a student and staff member, the Work Health and Safety Policy will apply. This policy applies to all student bullying behavior, including online (cyber) bullying, and applies outside of school hours and off school premises where students have been involved and there is a clear and close connection to the school.

Yeshiva's Principles

This policy is based on the following principles:

1. staff (includes student support staff, teachers and leaders of Yeshiva) have a duty to take reasonable care for the safety and wellbeing of students while students are at school or are involved in a school activity.
2. Yeshiva's NESAs Compliance Officer maintains policies, plans and structures that encourage positive student behavior.
3. Yeshiva's Principal recognises and reinforces student achievement and wellbeing and manages disruptive student behavior.
4. are committed to a holistic, whole-school and whole-community approach to anti-bullying, which includes promoting awareness of anti-bullying interventions and the range of sanctions that may be applied.
5. will have clear and widely communicated anti-bullying procedures/guidelines, strategies and practices for successfully preventing and responding to bullying.
6. promote a culture of reporting bullying and maintain procedures that enable staff, parents, carers and students to report confidentially any incidents or situations of bullying.
7. include educational content in the classroom that allows students to develop social and emotional competencies, and to learn appropriate ways to respond to bullying – both as a student who experiences bullying and as a bystander.
8. provide support and professional development for school staff on how best to enhance understanding, skills and self-efficacy to address and prevent bullying behaviors.
9. expect students and parents/carers to read and abide by, agreements for responsible use of technology and the Staff Code of Conduct.
10. have effective strategies for record keeping and communication between appropriate staff about safety and wellbeing issues.
11. undertake systematic evaluation of anti-bullying interventions.
12. have protocols for the induction of casual staff, new staff and new students and families into the school's wellbeing and pastoral care policies and procedures and Staff Code of Conduct.
13. if a student or parent/carer believes a matter is not being dealt with effectively, they can refer the matter to the school's principal (or delegate) for resolution in accordance with the Complaints Handling Policy.



Responsibilities

The following information sets out levels of responsibility for all involved in creating the conditions for learning within a safe, respectful and positive environment.

Yeshiva has the responsibility to:

- Support and resource schools to implement the Anti-Bullying Policy and school procedures, guidelines and approaches.
- Provide anti-bullying and cyber safety information for students, staff and parent/carers.
- Provide opportunities for training staff in appropriate anti-bullying responses.
- Provide support to Principals in the management of bullying incidents.

Principals

Principals will ensure that:

- The school has procedures and guidelines in place to respond effectively to bullying incidents.
- The school has appropriate guidelines, training and procedures in place to regulate a safe and supportive school environment and that these policies and procedures are regularly monitored.
- Regular opportunities are provided for all school staff to be trained to recognise and respond effectively to bullying.
- Anti-bullying training and familiarisation with the school's policy and procedures are addressed
- in new staff and student induction processes.
- School staff regularly review their processes for identifying and responding to bullying.
- Records of incidents of bullying are kept systematically by the school and analysed to identify patterns and proactively support student wellbeing.
- Students receive regular explicit instruction on the school's policy and procedures dealing with
- incidents of bullying.
- Students are educated on respectful relationships and social and emotional skills that enhance
- students' understanding of pro-social behaviour, bullying and its impact on self and others.
- Parents/carers receive regular advice on the existence of related system policies and school guidelines/procedures for understanding bullying, dealing with incidents, and how they can access assistance.
- This Anti-Bullying Policy and school guidelines/procedures are available on the school website.
- Complaints about bullying are managed in accordance with the Complaints Handling Policy.



School-based Staff

- School-based staff have a responsibility to:
- Understand the school and system policies relating to bullying, behaviors, responsible use of technology and pastoral care and wellbeing.
- Support the school in maintaining a safe, inclusive and supportive learning environment.
- Model and promote appropriate relationships and behaviors.
- Promote a school culture where bullying is not acceptable.
- Teach students to identify, report and respond to bullying at school and online.
- Access professional learning to support appropriate anti-bullying responses.
- Manage reports of bullying and escalate matters to the principal (or delegate) when necessary.

Students

Students have a responsibility to:

- Act appropriately, respecting individual differences and diversity.
- Follow the school anti-bullying guidelines.
- Participate in learning experiences that address understandings, values and skills relating to anti-bullying and responsible use of technology.
- Agree that any social networking site that identifies the school by name or image or implication is part of the school environment and may be dealt with according to the schools' policies and anti-bullying procedures.
- Report incidents of bullying to your teacher, Yeshiva front office or the Principal.
- Seek support if bullied and refrain from retaliating in any bullying incident.

Parents/Carers

Parent/carers have a responsibility to:

- Read, sign and abide by the Conditions of Enrolment
- Work collaboratively with the school in providing opportunities for education on issues related to student safety and wellbeing.
- Treat all members of the school community with dignity and respect.
- Be aware of the school anti-bullying procedures and guidelines.
- Support their students to understand bullying behaviour, to become responsible citizens and to develop responsible online behaviour.
- Discuss appropriate responses to bullying and cyber-bullying including encouraging students to disclose to a trusted adult if this occurs.
- Report incidents of bullying according to the school anti-bullying procedures/guidelines.
- Work collaboratively and calmly with the school to resolve incidents of bullying when they occur.



Reporting to the Principal or a Staff member of Yeshiva

Where there is a concern of any form of Bullying or Harassment Staff, Children and parents are advised to report this directly to the Principal.

Reporting may be done in writing or verbally to the principal. Where a staff member reports to the Principal they are required to refer to the Yeshiva Child Protection Procure Document and follow the Mandatory Reporting steps relating to reporting an incident.

Students and Parents can send an email directly to the Principal. Emails maybe sent to: principal@yeshivacollege.nsw.edu.au

School Liaison Police and /or Youth Liaison Officer

Yeshiva College and its community members may contact School Liaison and Youth Liaison Officers for the following (but not limited to):

- Crime prevention and safety talks at the school
- Crime reduction programs
- Seek assistance relating to networking with other agencies
- Guidance on security
- Community and school issues
- Intervention strategies
- Child Protection matters relating to the school as well as other issues relating to safety and community responsibilities.

To obtain assistance contact Local Command – Central Metropolitan Region

Bondi Beach Police Station:

91-93 Roscoe Street

BONDI BEACH 2026

Phone: 02 9365 9699

Fax: 02 9365 9611

Open 24 hours

Rights and Responsibilities of the Student and Staff within the school community

The students and staff of Yeshiva have the write to communicate with the school at any time. The Yeshiva College Welfare Team provides support in the following ways:

- supports teachers in identifying and responding to the additional learning needs of students
- facilitates and coordinates a whole school approach to improving the learning outcomes of every student
- coordinates planning processes and resourcing for students with disability and additional learning and support needs
- designs and implements the supports required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers, other



professionals and the wider school community
To obtain help or assistance students and staff can send an email to Yeshiva Principal
principal@yeshivacollege.edu.nsw.au

Support Services

The following is a list of Community support services available that Yeshiva will contact and advise Parents who require further support and advise: (this list is not limited to)

- [Kids Help Line](#) (ph: 1800 551 800)
- [National Centre Against Bullying](#)
- Parent Line NSW ph: 1300 1300 52
- Lifeline ph: 131114
- [Office of the Children's eSafety Commissioner](#) (Support Service: for Reporting Cyberbullying)
- Child Protection and Family Services phone: 13 21 11

Review

This policy is managed by the NESA Compliance Officer and will be routinely reviewed to maintain currency and effectiveness. Review of this policy and associated policies are reviewed as part of Yeshiva Quality Assurance and Governance.

Associated Acts and Legislative tools related to this policy include but are not limited to:

- the Child Protection (Working with Children) Act 2012 relating to working with children check clearances for all persons at the school engaged in child-related work (legislation.nsw.gov.au)
- Australian Education Act 2013 and the Australian Education Regulation 2013
- Guidelines for the Regulation of Teacher Accreditation Authorities for Non-government Schools and Early Childhood Education Centres
- (NSW) Education Act 1990
- NESA Registered and Accredited Individual Non-Government Schools Manual (the Manual)
- The Fit and Proper Person Requirements
- The Financial Viability Risk Assessment Requirements
- Organisation Risk Management Policy and associated Policies
- The Mandatory Reporting and Requirements set by NESA but not limited other government departments relating to the welfare and protection of Children.

APPLICABLE TO	All students of Yeshiva College
DOCUMENT OWNER	The Principal of Yeshiva College



PREPARED BY	Yeshiva's NESA Compliance Officer
LAST REVIEW DATE/S	2022
NEXT REVIEW DATE	2023
ASSOCIATED DOCUMENTS	Complaints Handling Policy and Procedure Privacy Policy Staff Professional Development Policy (section on Annual Professional Development) Work Health and Safety Policy (section on Bullying) Staff Code of Conduct Supervision Policy Student Welfare Policy Pastoral Care Policy Facilities Policy Child protection Policy Child Protection Procedure