



UNITED HERZLIA SCHOOLS

בתיה"ס המאוחדים הרצליה

ANTI-BULLYING POLICY

1. GUIDING PHILOSOPHY

In keeping with the school's philosophy, we strive to create a climate in which every pupil can develop academically, socially, spiritually and emotionally. In order for this to happen, the pupils need to feel safe. Attempting to route out all elements of bullying is an integral part of our attempts to create a secure milieu that is conducive to the desired development of each individual.

Furthermore, it is our responsibility as a Jewish institution to adhere to the teachings of the Torah. Hillel's well-known summation thereof – "Do not do unto others what is hateful to yourself" is a message that we need constantly to impart.

Each and every pupil has rights, namely: to feel safe, to learn and grow, to be respected, to be valued, and to be different. However, with rights come responsibilities, namely: to respect yourself, to respect others, to use common sense, to support others, and to show compassion and understanding.

These rights and responsibilities should be embraced by staff, parents and pupils alike.

2. DEFINITION OF BULLYING

Bullying is the continued dominance of a less powerful person by more powerful people.

Physical bullying: includes hitting, kicking, rude gestures, extortion, pushing, shoving, taking or damaging belongings – i.e. any form of physical behaviour which hurts others or their property.

Verbal bullying: includes name-calling, insulting, repeated teasing, discriminatory remarks (about religion, sexuality, subject choices, abilities, appearance), threatening, sexual harassment and any other form of verbal behaviour designed to hurt another person. N.B. Verbal bullying includes cyber-bullying.

Psychological bullying: includes nasty rumours, excluding someone from the group, and isolating someone by preventing others from befriending them.

These unacceptable behaviours include: bullying that takes place one to one, in a group or via the misuse of technology – cellphone, computer, photographs, email, internet, instant/voice messaging, websites, chat rooms, Mixit, Facebook and all other such programs.

Many of these behaviours occur frequently, and do not always constitute bullying. In order to ascertain the presence of bullying, the following elements **MUST** be present:

- an initial desire to hurt
- the desire is carried out
- the action is harmful
- there is an imbalance of power
- there is no justification for the action
- the action is persistent
- the bully derives gratification from hurting the other person

3. PROCEDURE

If a pupil is bullied, s/he should:

- tell the bully to stop (if possible)
- if this is not effective, ask someone s/he trusts for help (friend, teacher, parent, counsellor, principal)
- report the incident – verbally or in writing (not anonymously)

If a pupil or parent knows someone who is being bullied, s/he should:

- speak to the person who is being bullied and offer help/support
- report the incident to someone s/he trusts – verbally or in writing (not anonymously)

4. CONSEQUENCES

The school's response should be sensitive, and we need to be aware of not bullying the bully. We always need to investigate the situation. In all cases the consequences should be determined by the severity of the bullying, the age of the pupil, prior history, etc.

Possible consequences are:

- contract
- written warning
- detention
- referral to therapist or school counsellor
- withdrawal of privileges
- reparation to the person who was bullied
- community service
- disciplinary hearing
- suspension (internal or external)
- expulsion

5. PREVENTATIVE MEASURES

The policy must include measures to prevent as well as remediate bullying.

The following are some suggestions:

- decide on restricted areas that tend to be locales for bullying
- peer mediation programme
- Social skills and life skills training
- counselling
- buddy system

- assertiveness training
- encourage a “telling” environment
- parent and teacher education
- have a policy
- aspects of diversity should be an on-going focus within the curriculum
- co-operative learning
- bully box
- establish rules, to be prominently displayed
- adequate supervision by staff during break-times