eSafety Policy

Rationale

Hallam Senior College:

- promotes a school community in which everybody feels valued, respected and safe, and where individual differences are appreciated, understood and accepted
- acknowledges the importance of supporting young people to become responsible digital citizens who use emerging technologies in safe, secure and ethical ways
- recognises that student wellbeing and safety are essential for social development and success at school
- believes that teaching safe, ethical online behaviour and responding to inappropriate online behaviour contribute to a positive school culture
- does not tolerate the abuse of technology or any form of bullying, including cyber bullying

Aims:

- To implement strategies that counter the inappropriate use of technology
- To increase students', teachers' and parents' awareness of cyber bullying and its impact upon student wellbeing
- To empower students, teachers and parents to recognise indicators of cyber bullying
- To increase students, teachers and parents knowledge of cyber safe behaviour
- To support students, teachers and parents to respond to cyberbullying

Implementation:

- The Esafety policy will be published on the school website, staff handbook and in the student diary to make parents, teachers and students aware of the College's stance on Esafety and cyber bullying, its characteristics and response to inappropriate uses of technology.
- College teaching staff will consistently model the safe, ethical and responsible use of digital technologies.
- College policies including the Child Safe Policy, Duty of Care Policy and Supervision Policy will reference esafety practices.
- Professional development for staff relating to cyber bullying, harassment and the strategies that counteract them will be facilitated. These will include workshops on Safe Schools Coalition, bullying prevention and incident response. Teachers will be given support to deliver cyber bullying lessons in SMART Class.
- Information that raises awareness about Esafety and cyber bullying, as well as related adolescent health and wellbeing issues, will be sourced by the Student Support Team and made available through the College newsletter and facebook page regularly. Parent forums will also be conducted.
- Student workshops, productions and programs that promote resilience, life skills, social skills, assertiveness, conflict resolution and problem solving are further developed in the SMART class program.
- The College will enable students to develop resources on bullying, cyberbullying, cybersafety and the smart use of technologies to be shared within the school community.
- Students are encouraged to develop a range of strategies for dealing with cyber bullying incidents through the SMART class curriculum and other targeted wellbeing programs.
- The Esafety Policy and procedures are included in induction packages for new staff / staff handbook.
- Students are made aware of the support staff available to assist with cyber bullying issues, and the steps involved in reporting and dealing with harassment issues through the student diary, SMART class program, facebook page and school website.
- The College will introduce an email reporting system for students who wish to report incidents of bullying and harassment without conducting a face to face conversation with College staff (www.stymie.com.au).
- The College will continue to use web filtering, security and application controls to facilitate safe use of the school's ICT network while students are on site at the school.
- All staff at the College will model respectful relationships. The staff code of conduct will make specific reference to ethical online behaviours for all staff.

- Teachers will include specific reference to appropriate use of ICT in their classroom management plans negotiated with students at the beginning of each semester and ensure that they record any incidents of cyber bullying on Compass.
- The College will implement a staged response to cyber bulling incidents. These will be available in the Hallam Senior College Student Behaviour Management Guide.
- The College will collect data on the incidence of cyber bullying to inform prevention strategies.
- All students will sign an Acceptable ICT agreement between students, their parent/guardians and the College.
- The College will continue to work towards implementation of the esmart framework.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

Ratified at Council: October 2016

Review: October 2019

Developed by Bernadette Bowling 2016

Appendix 1

Definitions

Cyberbullying is bullying that is carried out through the internet or mobile phones.

Types of cyberbullying

- Pranking: Repeated hang ups, anonymous, mocking or threatening phone calls.
- Image sharing: Forwarding or sharing unflattering or private images without permission.
- Sexually explicit images: People of any age, who forward or share images of a sexual nature of a person under 18 need to be aware that this is a criminal offence (child pornography) that may result in prosecution.
- Text and email: Sending insulting or threatening text messages or emails.
- Personal online information: Publishing online someone's private, personal or embarrassing information without permission, or spreading rumours online.
- Identity theft: Assuming someone's identity online and negatively representing them in a way that damages their reputation or relationships.
- Hate sites: Creating hate sites or implementing social exclusion campaigns on social networking sites.
- Other types of cyberbullying: It is also cyberbullying when a student, or students, uses technology to run a multi-step campaign to bully another student. For example, setting another student up to be assaulted, video-recording their humiliation, posting the video-recording online and then sending the website address to other

Cyberbullying vs bullying

While cyberbullying is similar to bullying in some ways, there are also differences.

Differences

- Cyberbullying is invasive: Cyberbullying can be difficult to escape and is incredibly invasive. It is more likely to occur outside of school, including while at home, and can happen at any time.
- Cyberbullying can involve a large audience: Cyberbullying can involve harmful material being widely and rapidly shared to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once. This material can also continue to be available and harmful long after the cyberbullying has ceased.
- Cyberbullies have a sense of anonymity: Cyberbullying can provide the bully with a sense of relative anonymity and distance from the target, so there is a lack of immediate feedback or consequences.

Similarities

- Power imbalance: The power imbalance between the 'bully' and 'target' characterizes both bullying and cyberbullying
- Repeated threat: The repetitive nature of the bullying behaviour and the intent to harm, humiliate,
- embarrass, ostracise, or isolate can occur in bullying and cyberbullying.
- Types of behaviour: Types of behaviour including spreading rumours and making threats or insults, can occur in bullying and cyberbullying.
- Reasons for behaving in a bullying way: People often engage in cyberbullying for the same reasons they engage in bullying.

Appendix 2

Indicators of cyber bullying

Mental anguish is often harder for parents, friends and teachers to identify than the signs of face-to-face bullying. There is no definitive list of signs that indicate cyberbullying.

Despite this, there are some things to look out for:

- <u>change in mood, demeanor and/or behaviour:</u> for example being upset, angry, teary or rebellious when not previously
- <u>change in friendship groups:</u> it can be normal to change friends many times during a student's time at school. Teachers can often provide insight, as they see class dynamics in action every day and can often tell which this is as a result of bullying rather than changing interests
- <u>spending more time with family instead of friends:</u> adolescence is generally a time where friends become very important and parents less so. Thus, when a teenager withdraws from their friends it may indicate that serious conflict has occurred
- <u>lowering of marks:</u> often students who are being bullied show a distinct change in application to their studies and a lowering of marks
- <u>not wanting to go to places:</u> a dramatic change in enthusiasm about going to school or sport—this can manifest as non-specific ailments (headaches, stomach-aches, generally 'feeling sick')
- <u>being extra secretive in online activities:</u> being online under the doona, or in a 'secluded' part of the house
- <u>distinct change in online behaviours:</u> being 'jumpy' when text messages arrive, not leaving their phone alone, wanting to be online all the time, or never wanting to be online.

Appendix 3

Roles and responsibilities – students and parents/guardians

Students – what can you do?

If you experience cyber bullying, you should:

- **not** respond to any electronic bullying
- save the evidence if possible (eg screen shots, save URLs) so you can show it someone who can help
- block access for the person trying to contact you
- report the cyberbullying material to the social media service
- report offensive content that is not removed in 48 hours to www.esafety.gov.au/reportcyberbullying
- change your email address
- never give anyone your password/login details
- never include your surname, home address, phone, school or email address on personal websites
- tell a trusted adult at school or at home
- report the bullying to www.stymie.com.au – this will deliver a message to the school – you can also use this if you have observed another student being bullied
- if you are not at school and you are in immediate danger call 000
- call Kids Helpline 1800 55 1800 or go to their website

Parents and guardians – what can you do?

Praise them for coming to you

This is a big step as many young people may be frightened to tell a parent about cyberbullying. Even if you don't really understand, let them know that you will help them.

Do not be angry with your child

Remember that they are the victim and it is someone else who is doing the wrong thing. Do not threaten to take technology away from them because of what someone else has done.

Do not respond to the bullying

It is important not to respond to nasty emails, chats, SMS or comments. This is usually what the bully wants, so ignore them. It is natural in many cases to want to 'fight back', but responding with a threat may get your child into trouble as well.

Inform Hallam Senior College

It is important that the school knows what is going on so we can provide support and monitor any issues that may spill onto the school grounds or classroom. If your child doesn't want to speak to a staff member face to face they can go to www.stymie.com.au We also encourage them to help friends who are being bullied.

Save and store the content

Keep copies of emails, chat logs, text messages, comments or posts. Take a screen shot of the evidence or copy URLS —ask your child for help to do this if necessary. An easy, non-technical way to get hard copies is to bring the content up on the screen of a mobile phone and use a photocopier to take a copy of the screen.

Help your child to block and delete the bully from all contact lists

Most social networking sites allow the user to control who has access to communicate with them. Many people feel 'mean' blocking another person, even if that person has already been mean to them—you may want to sit and support your child as they do this.

Use the 'report abuse' button

Most social networking sites have a method to let the site administrators know that a particular user is behaving unacceptably. Depending on the rules of the site, users can be warned or banned.

Go to Office of Esafety Commissioner

If the offensive content is not removed in 48 hours report it to www.esafety.gov.au/reportcyberbullying

Get new online accounts and/or a new phone number

There are programs that can be added to a mobile phone which will allow parents to set restrictions on the phone's use. Check with your mobile phone provider. Technology at the moment does not allow for individual numbers to be blocked in the same way that online applications do. Phone numbers can be changed at no cost, if the request for a new number is as a result of ongoing abuse.

If ongoing, report to police

Most cyberbullying between students can be resolved at school level, but schools may not be able to report cyberbullying between individual students to the police so it can be up to the parent to make a police report.

A police report should not be in place of a school investigation, rather, in addition if required. A police report may be necessary where: despite the best efforts of the school, bullying does not stop; when it is not possible to know who is behind the abuse (e.g. fake accounts/blocked numbers); or when threats have been made to your child's personal safety. Each State has laws that prohibit online bullying and stalking. You don't have to put up with it.

Have some 'down time' without technology

It is important for both mental and physical health that your child's life is balanced—so they are not constantly 'online' or spending hours on a mobile phone. This should not be used as punishment, rather as some peaceful time where they are not being bothered.

Appendix 4

Hallam Senior College community responses to bullying incidents, including cyber bullying

First stage Initial, minor bullying incident that the school has been alerted to :
•   Reiterate the College values and behaviours and positively reinforce these. •   Have a discussion with the bully & victim. Use Restorative Practices to address the issue. •   Consider a safety plan for the victim •   Remind the bully that they have signed a Code of Conduct and if this is a cyber bullying icident, 'Acceptable Internet Use' agreement and ask them to explain why they chose to break this agreement. •   Record incident on Compass and monitor the situation. •   The student is advised that if their behaviour is repeated they will be referred to the Wellbeing Team for appropriate counselling, but they are also given the option of immediate counselling if they request this. •   If the file indicates prior incidents of bullying, all students involved should be interviewed. •   Determine if a consequence is appropriate, such as removing access to technology. •   The student is instructed that all inappropriate communication, including cyber communication must cease. They must remove and destroy all inappropriate materials where relevant. •   Inform both the bully and victim's parents of the incident and the involvement of their child. •   Decide if any further follow up is needed with parents or wellbeing team. Convene a Student •   Support Group (SSG) if needed. •   Provide feedback on action taken to .the staff involved.
Second stage If the bullying behaviour is repeated, or if it is initially more serious:
•   Reiterate the College values and behaviours and positively reinforce these. •   Interview all students involved in the incident. Record all details of the incident. •   Remind the bully (and parents) that they have signed a Code of Conduct and if cyber bullying an 'Acceptable Internet Use' agreement and ask them to explain why they chose to break this agreement. •   Inform both the bully and the victim's parents of the incident and the involvement of their child. Arrange a parent interview for the bully and for the victim if necessary. •   Devise a safety plan for the victim •   Students will have further restrictions placed upon their use of technology e.g. no unsupervised use of computers, mobile kept with sub school staff or assistant principal during the school day. •   Determine if suspension or more serious action is most appropriate. Convene a SSG. •   Consider documenting a Behaviour Support Plan for the bully •   Offer ongoing support via the wellbeing team. •   Record the incident in the student file and advise the appropriate assistant principal of incident. •   Provide feedback on action taken to to other staff as required. •   Follow up with the bully & and victim within two weeks to assess if further action is needed. •   Check Department guidelines for removing inappropriate online material – http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachrespond.aspx

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Third stage
If the bullying is severe or ongoing

- Reiterate the College values and behaviours and positively reinforce these.
- Remind the bully (and parents) that they have signed a Code of Conduct and an 'Acceptable Internet Use' agreement if this is a cyber bullying issue and ask them to explain why they chose to break this agreement.
- Interviews and monitoring of the various parties should be handled by the same person, so that an overview and continuity are maintained.
- Isolate students as required.
- Interview all students involved in the incident. Record all details of the incident.
- Contact an Assistant Principal to determine which of the following are appropriate:
  (i)   Suspension*
  (iI)   Police contact and Department of Education and Early Childhood Emergency Management
  (iii) Withdrawal of technological privileges
  (iv)   Other necessary actions
- Contact the parent/guardian of the bully and inform them of the incident. Organise a SSG
  meeting and arrange for the bully to be sent home, if appropriate.
  Document a Behaviour Support Plan
- Contact the parent/guardian of the victim and inform them of the incident. Arrange an
  meeting Document a safety plan
- Organise appropriate internal and/or external support, including online cyber bullying modules.
- Record incident in students' files and advise all relevant staff of incident
- Follow up with the bully & and victim within two weeks to assess if further action is needed.
- Check Department guidelines for removing inappropriate online material –
  http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachrespond.aspx

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* In general suspensions will only be a consequence implemented by the school if ther bullying incident (including cyber bullying occurs whilst attending school; or travelling to or from school; or while engaged in any school activity away from the school; or travelling to or from any school activity or if any bullying (including cyber bullying) incites verbal or physical bullying which occurs at school, travelling to and from school or at any school activity In the instance where the bullying has occurred external to the school . the school may determine that the bully should be excluded where their behaviour has an adverse effect upon the health, safety and wellbeing of other members of the school community.

Consequences may include

- student mediation
- parent conference
- withdrawal from class
- withdrawal of privileges
- required to attend behavioural sessions or counselling
- online bullying modules
- detention

- internal suspension
- external suspension
- referral to law enforcement
- referral to DHHS
- repeated offenses may result in a recommendation for expulsion
- other measures deemed appropriate

False claim

If it is found that any student has deliberately falsely accused another student of bullying, then the accusing student will be dealt with as would an offending student.

Critical incidents

Critical incidents will be referred to Emergency Management , & Critical Incident Unit ,Department of Education and Early Childhood..