



Woodville High School Policy and Procedures for Countering Cyber Bullying and Harassment

Outlines the importance of schools as safe and supportive places of learning in which there are clear policies and procedures to address any instances of Cyber bullying or harassment.

Definition of Cyber Bullying and Harassment

Cyberbullying

Cyber bullying is when technology is used to harm others. It happens more than once and can involve abusive or threatening emails or texts, making fun of someone, or posting embarrassing or damaging information or photos. It is a big concern because it causes harm, can escalate quickly and involves more people than face-to-face bullying. It can also happen anytime day or night, and parents and schools may not know it is happening at all.

All forms of Bullying and harassment may be amplified through cyber platforms, greatly affecting the physical and emotional wellbeing of staff and students.

Cyberbullying includes

- abusive texts and emails
- hurtful messages, images or videos
- imitating others online
- excluding others online
- humiliating others online
- spreading nasty online gossip and chat
- creating fake accounts to trick someone or humiliate them

Cyberbullying and the Law

E-Crime occurs when a computer or other electronic communication device (e.g. mobile phones) are used to commit an offence, are targeted in an offence, or act as a storage device in an offence. This takes many forms and may involve websites, mobile phones, chat rooms, email, SMS and the uploading of pictures or video. It could involve the sending of threatening messages, communicating false pretences, forwarding of other students private communication, establishment of websites designed to humiliate or the posting of humiliating messages or pictures.

Due to the evolving nature of Cyber Bullying specific sites and platforms can be developed and become very popular quickly and then disappear and be replaced by other tools in cyberspace.

PHOTOGRAPHY AT SCHOOL

No student or staff member is to be photographed at school without their permission. Uploading photographs without permission to social media sites is against the law.

Students and caregivers sign a photograph agreement at enrolment

Students are not to be fully named in published documents

Underlying principles:

- Woodville High School is more able to enact its published purpose and vision in a climate free from Cyber bullying and harassment
- All members of the school community are entitled to a safe learning and working environment that fosters wellbeing for all and we believe an effective learning community does not tolerate any forms of Cyber bullying or harassment
- Freedom from cyber bullying and harassment are essential to the wellbeing of all school community members: staff, students (including international students), parents/caregivers and volunteers/visitors
- Each member of the school community has a responsibility to make a stand against Cyber bullying and harassment and have a responsibility to act promptly on allegations or evidence of Cyberbullying and/or harassment

- Whole school procedures and practices are needed to educate and reinforce positive values and actions, and manage incidents of Cyber bullying and harassment and support both the people who have been bullied and the people who are bullying
- Woodville High School will keep community members informed of emerging new forms of Cyberbullying and Harassment
- Mobile devices are only to be visible in a classroom if sanctioned by the subject teacher for educational purposes,

Aim:

Woodville High School works towards the creation of an environment free of cyberbullying and harassment by:

- Ensuring all Woodville High School students sign a Cyber Safety agreement form at enrolment
- Educating all members about what is Cyber Bullying and Harassment, provide preventative programs and strategies through our curriculum especially in our Pathways Program and compulsory Health subject (years 7-10)
- Directing Parent/Caregivers to the Esafety Website for advice and strategies in discussing issues with their children https://www.esafety.gov.au/parents?gclid=Cj0KCQiAjc2QBhDgARIsAMc3SqQfChULC4_5P5V4w7tOLv4JyFVcad1dA27v5nHxjkkNPCW2Hes488aAI8OEALw_wcB&gclidsrc=aw.ds
- Building and maintaining staff, students and community confidence in school management of wellbeing
- Transparent and consistent responses to incidents of Cyberbullying and harassment
- Ensure that all reported incidents of cyberbullying are investigated appropriately and that support is given to all parties involved including incorporating Restorative Practices process to achieve a positive outcome

Roles and Responsibilities:

All members of the Woodville High School Community:

- Positive, caring and respectful student-peer relationships, student-teacher relationships, teacher-teacher relationships and teacher-parent relationships
- The development and communication of a clear vision for a safe, supportive and respectful use of all electronic devices at school and at home, this includes actions that encourage staff to commit to the vision and to feel confident about their participation in its implementation
- Promote the positive and responsible use of technology.

House Leaders and Executive team

regularly and strategically manages the awareness about school's expectations through:

- When enrolling a new student ensure that the student is introduced to the Woodville High School Code for Success and our Graduate Habits and our Electronic Device Agreement is explained before students and caregivers sign the document.
- Alerting Home Group teachers to their roles as promoters of timely and proactive discussion in Home Group re responsible use of devices and of cyber-safety
- Ensuring student documents with policy statements are written in up-to-date terms
- Placing information about safe practices with electronic devices in the staff and student handbooks, newsletters, staff and student bulletins, highlighting expectations at staff meetings, parent meetings and student assemblies.
- Ensuring that the Pathways curriculum covers key aspects of identification, eliminating, managing and coping with Cyber Bullying and Harassment in relation to our school's ICT Code of Conduct for use of devices
- Refer incidence of ongoing and extreme Cyber Bullying and Harassment to Law Enforcement and/or other agencies if appropriate
- Awareness of mandatory requirements and legal issues in relation to bullying and harassment

- Investigate reported incidents of cyberbullying and harassment following the Esafety commissioners checklist <https://www.esafety.gov.au/educators/toolkit-schools/respond>
- Give harassment warnings in the first instance to the people bullying so that those bullied can see that the school acts on reported incidents

Responsibilities of Subject Teachers and Home Group teachers:

- Teaching, staff modelling and promotion of explicit pro-social values and expectations for behaviour in accordance with the school values in the use of electronic devices
- Be aware of the underlying principles of this policy and act to create a supportive teaching and learning environment, free of Cyber Bullying and Harassment
- All school staff must use the school internet in a safe and considerate manner and must follow the copyright and licensing laws with respect to software and ICT security and safety
- Be aware of incidents of harassment (including cyber bullying) in their classes and while on duty in the school and report accordingly to House Leaders.
- Ensure relevant ICT Staff are aware of any student breaches of the ICT Code of Conduct and alerted of inappropriate material accessible via the school internet/network.
- Teachers remain informed and up to date with Cyberbullying trends by accessing the Esafety lessons in <https://www.esafety.gov.au/educators/classroom-resources>
- Support students in developing confidence in making a stand against Cyber bullying and harassment
- Staff to make mandatory reports when required. Documentation of the report must be passed on to the Principal.
- Advise YLMs, Counsellors, Aboriginal Community Education Officer (ACEO), Aboriginal Secondary Education Transition Officer (ASETO), Aboriginal Education Teacher (AET), Bilingual School Service Officers (BSSOs), DP & AP of the reported and observed impact of cyber bullying on their students.

Responsibilities of Students:

- Treat all other people with courtesy
- Read the school's ICT Code of Conduct which they sign at enrolment and adhere to it at all times
- Participate in anti-bullying seminars and Pathways curriculum involving Cyber and other forms of Bullying and Harassment education regularly check the <https://www.esafety.gov.au/young-people/cyberbullying> website for new information and strategies on handling Cyberbullying
- Students must use the school internet in a safe and considerate manner and must follow the copyright and licensing laws with respect to software and ICT security and safety
- Students are to keep their personal and school network passwords confidential; students are accountable for any inappropriate actions undertaken by people using their personal user ID
- Students should never give out identifying information online
- Mobile devices are only to be visible in a classroom if sanctioned by the subject teacher for educational purposes
- Be aware of what can be interpreted as harassing or bullying comments and behaviours.
- Report to a staff member when they observe others being bullied or harassed
- Strive to create and preserve a physically and emotionally safe environment
- Be aware that victimisation or recrimination will result in further disciplinary consequences.

Responsibilities of Parents/Caregivers:

- Model courtesy and consideration of others
- At enrolment carefully read and sign the ICT Code of Conduct.
- Speak to children about what constitutes cyber bullying and harassment
- Respectfully and confidentially support the school in addressing cyber bullying and harassment by informing the school of any incidents of cyberbullying and harassment
- Be supportive and vigilant in monitoring student ICT usage outside of school.

- Engage in self-education of safe technology use via relevant government websites (i.e. www.cybersmart.gov.au) and/or www.woodvillehs.sa.edu.au.

Educating for Rights and Responsibilities

The following curriculum strategies explicitly address protective factors and behaviours relating to safe use of technology, Cyberbullying and e-Crime.

Year 8: In the Year 8 Health curriculum anti-harassment topics are delivered. All year 8's participate in a compulsory anti bullying and harassment seminar supported by peer mentors, Counsellors, SAPOL, School Psychologist, Youth Worker and homegroup teachers.

Year 8 Pathways Curriculum: Students attend the Bullying and Harassment Seminar and follow up activities throughout the year.

Year 9: In the Year 9 Health curriculum and anti-harassment topics are delivered.

Year 9 Pathways Curriculum: Cyber bullying is introduced and addressed through 4 weeks of education.

Year 10: In the Year 10 Health curriculum anti-harassment topics are delivered. Students are led through preparation for Work Experience, in sessions defining workplace harassment and methods to deal with incidents, including importance of reporting to supervising teachers. Students have the opportunity to participate in Youth Opportunities which focuses on positive relationship building. All Year 10 students attend the Teen Mental Health First Aid seminars presented by school Wellbeing Leaders.

Year 10 Pathways Curriculum: Refresh Seminar on Bullying and Harassment and continued awareness of cyber bullying.

Programs to assist students managing their behaviour are offered within the school through year level and homegroup structures and with outside agencies. Students are regularly selected to take part in social skill development programs.

Year level leaders and the Counsellors provide counselling to both those who bully and those who are bullied with the support of Bilingual School Support Officers (BSSO's), Aboriginal Education Teachers (AETs), Aboriginal Community Education Officers (ACEOs), ASETOs and Interagency Support, our School Psychologist and Youth Worker.

Addressing Grievances

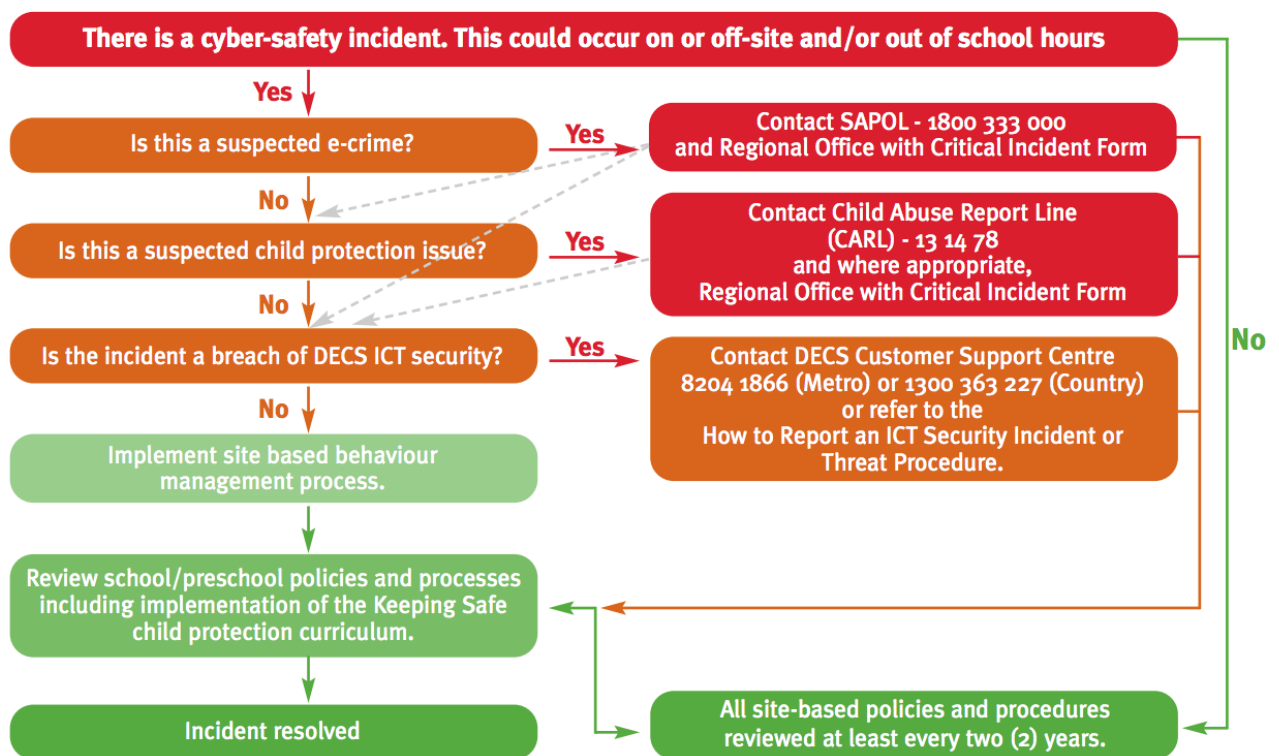
Reporting and initiating action:

All forms of Cyber bullying and harassment can be anonymously reported by any member of the school community via the school intranet e-BullyBox (accessible from inside and outside of school @ <http://intranet.woodvillehs.sa.edu.au>).

Staff and other adults associated with Woodville High School who experience incidents of cyber harassment or bullying utilize the school's published Grievance Procedures to seek resolution.

Students who experience ongoing cyber bullying incidents report to:

- A teacher of choice for action, who may, if necessary, refer the matter to Counsellors, YLMS, APs & DPs to investigate and intervene.
- Home Group teachers, Counsellors, the Pastoral Support Worker, the ACEO, ASETO, the AET, Bilingual School Support Officers, SSO are available for support throughout the process.
- Use the confidential school weebly to notify Wellbeing Leaders of incident anonymously if requested.



Investigation:

Staff manage the incident with non-judgmental assertiveness by:

- Providing a confidential place to hear the evidence, as a support to the person who has made the complaint
- Ask the student if they want to make a formal complaint of harassment to be recorded
- Meeting with the alleged bully to gather and record further evidence
- Collecting and recording documentary evidence from the complainant and issue 1st warning if appropriate. Inform relevant YLM's, Assistant Principal/Deputy Principal.

Consequences: Disciplinary action

In the first notified instance, any person Cyber bullying/harassing is given an official warning, which is recorded in Daymap.

A sticker is placed in the student's EMS (years 7,8,9) to inform parents of the warning. It is explained that a consequence of a second official harassment warning is a minimum of 3 days suspension from school.

In the second instance, once investigated and proof found, the parent /caregiver is notified that the student is to be suspended for up to five days. The year level leader convenes a meeting of: the student, a caregiver and a School Counsellor / members of the student support team which may include The school Youth Worker, Psychologist, BSSOs, Aboriginal Education team and the PSW. The Student Behaviour Management (SBM) procedure of creating a development plan follows. A record is made in Daymap. The consequence for continuing the adverse behaviour is stated explicitly on the contract.

In cases of breaches of ICT Code of Conduct, Cyberbullying and eCrime, students may have their school technology rights reviewed. This will be conducted in line with the DfE Cybersafety "Keeping Children safe in a Connected World guidelines.

In instances requiring further support, a contract of behaviour is written and signed by each student, stating the behaviours that each wants the other to stop.

Resolution without disciplinary action:

If the student does not want to make a formal complaint, staff ascertain the appropriateness of each student's actions and seek resolution by:

- Explaining unacceptability of their Cyber bullying behaviours
- Informing the student that the incident is to be reported to the House Leader and Executive Member
- Mediating apologies and resolutions about future behaviour through restorative practices.

Legal aspects:

Staff, students or parents/caregivers might regard an offence as warranting police involvement. A police report must be made by the parents/caregivers attending a police station for this purpose. In these circumstances, a student may be suspended in addition to pending police action, to maintain the wellbeing of the victim and the good order in the school, in line with SBM procedures and Department for Education (DfE) standards.

Cyber Bullying and e-Crime are illegal; the school may involve police support if appropriate.

Parents are encouraged to report Cyber Bullying of their son/daughter to the police.

Record keeping:

- Records are to be kept in EDSAS and Daymap comments made for staff information.
- Harassment books provide a quick accessible overview of the number of warnings given to any student. It also provides useful data to measure improvement in addressing Cyber bullying and harassment.
- For suspensions, AP/DP or House Leaders (YLMs) staff are to document the incident in EDSAS detailing the offence as "threatened well-being".
- A copy of notes or harassment reports about the incident is kept with year level leaders' SBM files, for future reference if required for legal follow-through.

Appendix 2

CYBER HARASSMENT PROCEDURE FOR STUDENTS

Incident	Student RESPONSE	School Response WHO	DOCUMENTATION
Student is Harassed	Ask students to stop and report it to the House Leader.	If you are harassed, Woodville High School strongly encourages you to report it immediately to an adult in the school.	Keep all records of the messages. Take a photo if you can before the messages/images disappear.
	If it continues, decide if you want to make an official harassment complaint. See a Wellbeing Leader, Teacher, YLM, AP/DP	They will then interview the person who has Cyber bullied. A formal warning will be given*	The incident is recorded in the student's EMS.

Continued ongoing Cyber Bullying	Same student is re- reported by any other student	The House Leader will investigate the incident. If there is clear evidence, they will interview the person who has bullied and external suspension – up to 5 days will follow	Suspension details in EMS. Letter sent to parents.
		At the re-entry meeting the student will be asked to complete a student development plan. Wellbeing and House Leader support will be available for both perpetrator and victim based on a restorative approach.	Student Development Plan
If Student returns from suspension and continues to Cyber Bully other students		Further incidents of continued Bullying is proven the steps above will be repeated resulting in external suspension up to 5 days. A Development Contract between students will be developed with support from the	Official DECD documentation.

		District Student Behaviour Coach if required.	
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*In the case of extreme bullying and threats to another member of the school community a student may be suspended as a result of the first incident

All decisions re suspension are at the discretion of the Principal.

Appendix 2

These guidelines have been informed by relevant sections of the following SA Government Legislation and associated DECS policies and guidelines:

Broadcasting Services Act, 1992

<http://www.comlaw.gov.au/comlaw/management.nsf/lookupindexpagesbyid/IP200401834?OpenDocument>

Children's Protection Act 1993

<http://www.legislation.sa.gov.au/LZ/C/A/CHILDRENS%20PROTECTION%20ACT%201993.aspx>

Classification (Publications, Films and Computer Games) Act 1995

<http://www.comlaw.gov.au/comlaw/management.nsf/lookupindexpagesbyid/IP200401401?OpenDocument>

Copyright Act, 1968

Australian Government summary at <http://www.ag.gov.au/www/agd/agd.nsf/page/Copyright>

Copyright Amendment (Digital Agenda) Act 2000

Australian Government summary at http://www.ag.gov.au/www/agd/agd.nsf/Page/Copyright_IssuesandReviews_CopyrightAmendmentAct2006

Copyright Amendment (Moral Rights) Act 2000

Australian Government summary at http://www.ag.gov.au/www/agd/agd.nsf/Page/Copyright_IssuesandReviews_Moralrights

Education Act 1972

<http://www.legislation.sa.gov.au/LZ/C/A/EDUCATION%20ACT%201972/CURRENT/1972.154.UN.PDF>

Education Regulations 1997

<http://www.legislation.sa.gov.au/LZ/C/R/EDUCATION%20REGULATIONS%201997.aspx>

Information Privacy Principles Instruction

<http://www.archives.sa.gov.au/privacy/principles.html>

Acceptable Use Policies for Schools, Preschools and Children's Services Sites

<http://www.decs.sa.gov.au/docs/documents/1/DecsStandardAcceptableUse.pdf>

Bullying and Harassment at School: Advice for parents and caregivers

http://www.decs.sa.gov.au/speced2/files/links/link_97419.pdf

Child Protection

<http://www.decs.sa.gov.au/speced2/default.asp?navgrp=childprotection>

Child Protection Information for Parents/Caregivers

http://www.decs.sa.gov.au/curric/files/links/CP_ENGLISH.pdf

Choosing and Using Teaching and Learning Materials

<http://www.decs.sa.gov.au/policy/default.asp?id=16717&NAVGRP=61>

Code of Conduct for South Australian Public Sector Employees

<http://intra.sa.gov.au/Policies/cpe/docs/Code/Code%20of%20Conduct.pdf>

Computer Security Awareness for School, Preschool and Children's Services Staff

<http://www.decs.sa.gov.au/docs/documents/1/BrochureComputerSecurit-1.pdf>

Critical Incident Report

<http://www.decs.sa.gov.au/docs/documents/1/CriticalIncidentReport.doc>

Cyber Bullying, E-crime and the Protection of Children

<http://www.decs.sa.gov.au/docs/documents/1/CyberBullyingECrimeProtec.pdf>

DECS A-Z of Policies, Procedures and Guidelines

http://www.decs.sa.gov.au/policy/default.asp?navgrp=OSPP&id=policy_index

DECS Standards - School/Preschool Websites

<http://www.decs.sa.gov.au/docs/documents/1/SiteWebStandards.pdf>

Duty of Care

<http://www.decs.sa.gov.au/docs/documents/1/DutyofCare.pdf>

Electronic Mail and Use Policy

<http://www.decs.sa.gov.au/docs/documents/1/DecsPolicyEmailAccessandU.pdf>

How to Report an ICT Security Incident or Threat

<http://www.decs.sa.gov.au/docs/documents/1/DecsProcedureHowtoReporta.pdf>

ICT Security

https://ssonet.central.sa.edu.au/it_support/pages/csc/security/

ICT Security Policy

<http://www.decs.sa.gov.au/docs/documents/1/DecsPolicyIctSecurity>

Internet Access and Use Policy

<http://www.decs.sa.gov.au/docs/documents/1/DecsPolicyInternetAccessa.pdf>

National Education Access Licence for Schools (NEALS)

<http://www.decs.sa.gov.au/docs/documents/1/CopyrightGuidelinesNation.pdf>

National Safe Schools Framework

Safe Schools (Australian Government) website <http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/overview.aspx>

Protective Practices for Staff in their Interactions with Children

<http://www.decs.sa.gov.au/docs/documents/1/ProtectivePracticesforSta.pdf>

Reducing Bullying in Schools: A Professional Development Resource

Provided to all DECS schools in 2004 (not available online)

School Discipline Policy

<http://www.decs.sa.gov.au/docs/documents/1/SchoolDisciplinePolicy.pdf>

Student Online Policy

<http://www.decs.sa.gov.au/portal/aboutdept.asp?group=Aboutdept&id=policy>

Supporting and managing children's behaviour: An early childhood resource

http://www.schools.sa.gov.au/speced/files/links/link_61315.pdf

There are important terms used in this document:

'**Children and students**' denotes all learners enrolled in DECS schools and preschools who are minors. '**Parent**' used throughout this document refers to natural parents, legal guardians and caregivers.

'ICTs' in this document refers to 'information and communication technologies'.

'Cyber-safety' refers to the safe use of the Internet and ICT equipment/devices, including mobile phones.

'Cyber bullying' is bullying which uses e-technology as a means of victimising others. It is the use of an Internet service or mobile technologies - such as e-mail, chat room discussion groups, instant messaging, webpages or SMS (text messaging) - with the intention of harming another person. Examples include communications that seek to intimidate, control, manipulate, put down or humiliate the recipient.

'Digital footprints' are traces left behind by someone's activity in a digital environment. These traces can be analysed by a network manager or the police.

'Sexting' is where a person takes a sexually-explicit digital photograph of him or herself or of someone else, and sends it as an MMS and SMS via a mobile phone. These images can then be posted on the internet or forwarded electronically to other people. Once posted on the internet these images can leave a permanent digital footprint and be accessed at any time in the future. It is illegal to take sexual photos or videos of children and young people.

'Social networking' sites offer people new and varied ways to communicate via the Internet, whether through their computer or mobile phone. These sites allow people to easily and simply create their own online page or profile and to construct and display an online network of contacts, often called 'friends'. Users are able to build a network of connections that they can display as a list of friends. These friends may be offline actual friends or acquaintances, or people they know or have 'met' only online, and with whom they have no other link. Social networking sites are not limited to messaging, communicating and displaying networks. Nearly all sites allow users to post photos, video and often music on their profiles and share them with others.

'School ICT' refers to the school's or preschool's computer network, Internet access facilities, computers, and other ICT equipment/devices as outlined below.

'ICT equipment/devices', as used in this document, includes but is not limited to computers (such as desktops, laptops, netbooks, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video and digital cameras and webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies.

'Inappropriate material' in this document means material that deals with matters such as sex, cruelty or violence in a manner that is likely to be injurious to children or incompatible with a school or preschool environment.

'E-crime' occurs when computers or other electronic communication equipment/devices (eg Internet, mobile phones) are used to commit an offence, are targeted in an offence, or act as storage devices in an offence. For examples of what constitutes an e-crime, please refer to the Cyber Bullying, E-crime and the Protection of Children parent brochure.

The following brochure produced by DECS may be a useful reference and/or handout to children and their parents:

Cyber bullying, e-crime and the protection of children brochure, available at <http://www.decs.sa.gov.au/docs/documents/1/CyberBullyingECrimeProtec.pdf>

For further advice, direction or to report an ICT security incident or threat, contact the DECS Customer Support Centre: Telephone: Metropolitan 08 8204 1866, Country 1300 363 227
E-mail: csc@saugov.sa.gov.au

Alternatively, refer to the How to Report an ICT Security Incident or Threat Within DECS procedure, available at <http://www.decs.sa.gov.au/docs/documents/1/DecsProcedureHowtoReporta.pdf>

For further advice regarding learner behaviour or learner wellbeing, contact the Manager Regional Support Services in your region.

Specialist advice can be accessed through senior policy advisors attached to the following DECS directorates:
Curriculum (eg Child Protection Curriculum Officer)
Schools and Regional Operations (eg Student Behaviour Management and Child Protection Policy Advisors)
Technology and Knowledge Management Services (eg Learning Technologies and Customer Support Centre).

Customer Support Centre

Telephone: Metropolitan 8204 1866, Country 1300 363 227 E-mail: csc@saugov.sa.gov.au

edADMIN User Guide

http://www.educonnect.sa.edu.au/educonnect/files/links/EdAdmin_User_Guide_v_2_9.pdf

Australian Communications and Media Authority (ACMA)

<http://www.acma.gov.au/cybersafety>

Bullying No Way <http://www.bullyingnoway.com.au/>

Code of Ethics for the Teaching Profession in South Australia

<http://www.trb.sa.edu.au/pdf/Code%20of%20Ethics%20A4.pdf>

Creative Commons copyright licensing <http://creativecommons.org/>

Cyber bullying stories <http://www.cyberbullyingstories.org.au/>

CyberNetrix <http://www.cybernetrix.com.au/>

CyberQuoll <http://www.cyberquoll.com.au/>

Cybersmart Detectives <http://cybersmart.engagelive.net/>

Cybersmart Kids Online <http://www.cybersmartkids.com.au/>

Cybersmart materials for public libraries <http://www.acma.gov.au/libraries>

Equal Opportunity for Schools 'EO 4 Schools' <http://www.eo4schools.net.au/>

Kids Helpline <http://www.kidshelp.com.au/>

NetAlert website <http://www.netalert.gov.au/>

NetAlert education programs <http://www.netalert.gov.au/programs.html>

NetSafe (New Zealand) <http://www.netsafe.org.nz/>

Parenting SA <http://www.parenting.sa.gov.au/>

Safe Schools (Australian Government website)

<http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/overview.aspx> **Smartcopying**
<http://www.smartcopying.edu.au/>



Cyber safety

The online world is part of everyday life for many children and young people. It is a huge virtual playground where they can play, learn and socialise. It can be accessed by computers, mobile phones and other electronic devices.

Parents can help children get the most from the online world by being involved from the start and helping them learn safe and responsible use. You don't have to be an expert. Knowing where to find things out and get help is what's important.

The online world

The best way to keep children and young people safe is to talk with them and be involved in their online world. You will be building your own technology skills, as well as a trusting relationship with your child. They will be more likely to come to you if something worries them.

Parents can:

- help children and young people understand the risks, and practise safe online skills at home and away from home
- supervise online activities and set rules and limits. These can change as children develop their online skills and become more mature
- talk about how and when you will use screen technology in your home. You might agree:
 - - to keep devices in a room that is open. It will be easier to be aware of what children are doing
 - - that devices will be out of bedrooms after 'lights out' as they can interfere with sleep
- make sure children and young people have plenty of technology-free time and develop a range of 'offline' skills and interests. Learning to entertain themselves without technology is a skill that needs practice.

Physical activity and creative play are important for healthy development

- model safe and responsible use yourself.

Don't let the online world shape children and young people's values. They need balanced information and guidance from you.

Helping children learn online safety

Make sure children and young people:

- question what they see online and realise not everything they see is real
- know your family values and become critical consumers. You might ask 'Why do you think they are doing that?' or 'What would happen if they did that in real life?'
- are respectful in all communication and don't do or say anything online they wouldn't in person
- do not share personal information without your knowledge
- know how to screen or block unwanted contacts that happen by phone, email, text, social networking or online games
- understand that what they put online can be seen by people they may not intend. It may be there forever and impact relationships and jobs
- know as they get older they can develop a positive online 'digital identity'. When well managed, this can showcase skills and creativity.

It is important to stay involved in your child's online life. How you do this will change as children gain skills and become more independent.



Helping parents be their best

Online grooming

Online grooming is when an adult attempts to make online contact with someone under the age of 16 for sexual purposes. This is a crime.

Make sure children and young people:

- only talk online with people they know and trust in real life

- tell you or another trusted adult straight away if someone makes them feel uncomfortable or sends them something sexual, even if it is someone they know
- do not list a webcam in their profile
- never accept gifts or agree to meet online friends without you.

If you are concerned, contact the Office of the Children's eSafety Commissioner, the Australian Cybercrime Online Reporting Network (ACORN), the Australian Federal Police or Crime Stoppers.

The most important thing is that children know what to do if something worries them, or they are asked to do something that makes them feel uncomfortable. If you think your child is in danger call the Police straight away.

Setting up safe internet use

There are things you can do to help keep children safe online, eg filter unsuitable content or monitor their internet use. If you decide to do this, make sure you are up front and explain your reasons. If you go behind children's back, it may encourage them to hide things from you.

You could:

- enable Google SafeSearch on all devices
- enable parental controls on streaming services such as YouTube, Netflix and AppleTV
- install software that filters content or lets you choose what times devices can be used/not used
- get to know how your child's phone or device works so you can help them use it safely
- know children's email addresses and passwords so you can monitor activity. If you do this, remember to let children know what you are doing and why
- check the permissions you are giving when you or your children install a new app. Your personal data such as photos and documents might be accessible to others. Read unbiased reviews before installing apps
- know how your device stores data, and whether this is secure. Many devices use 'cloud storage', eg Google Drive or Apple iCloud, to store data such as documents, photos or videos.

Make sure children and young people:

- know the risks and benefits of 'geo-location' or 'checking-in' functions that identify their location. These can be limited or disabled
- use a PIN or access code on their phone or device so if they are stolen they can't be used to send negative texts or images to contact lists
- do not expose younger children to inappropriate content.

The best way to keep children safe online is to know what they are doing. No software can completely guarantee their safety.

Cyber bullying

Cyber bullying is when technology is used to harm others. It usually happens more than once and can involve abusive or threatening emails or texts, making fun of someone, or posting embarrassing or damaging information or photos. It is a big concern because it causes harm, can escalate quickly and involve a lot more people than face-to-face bullying. It can also happen anytime day or night, and parents may not know it is happening at all.

If there is cyber bullying:

- talk with your child or teen and show you understand what this means for them. It can have a big impact emotionally, socially, and sometimes physically. Reassure them that it can be dealt with, and you will support them



- use the report/block function to report it to the site or service it occurs on. If they do not remove it, contact the Office of the Children's eSafety Commissioner who can have it removed
- report it to the school if the bullying is by another student. Schools have anti-bullying policies and can help stop it
- do not confront the person directly if you know who is doing it. This can make things worse
- report serious threats to your local police. A threat made online could be against the law
- help your child get support if they are very upset. School counsellors, the Kids Helpline or eheadspace are good places to start.

Make sure children and young people:

- have other responsible adults to talk to if they are not comfortable telling you
- keep a record of bullying messages, eg screenshots
- know how to support a friend who is bullied
- know not to bully others, and to act in a respectful way at all times
- are careful about personal information which could make them vulnerable if shared online. Remember once it is online, they lose control over who sees it.

Sometimes people put offensive messages online for 'fun' and to provoke a response. This is called 'trolling'. If it continues, it is considered to be cyber bullying and sites are obliged to remove the material.

Don't threaten to take a child's phone or device away or stop them going online if they are bullied. This can cut them off from supportive friends. It may encourage them to hide the bullying from you, and they can feel like they are the one being punished.

Social networking

Having friends and connecting with others is very important to children and young people. They can spend a lot of time using social networking sites to do this.

Some young people use Facebook to keep in touch with family, and Instagram, WhatsApp and Snapchat to contact friends. Apps that involve messaging between individuals are becoming more popular but can be risky if children are messaging people they don't know and trust in real life.

Most sites require users to be over 13 years of age. However, operators don't have to ask for proof of age. If a parent provides access for a child under 13 it is important they supervise their use as there can be many risks.

Make sure children and young people:

- know that most messages and photos shared can be accessed by others
- set privacy settings to ensure their profile is only seen by people they intend, and check these settings often

- let you view their profile and 'friend' you or accept you as a 'follower' on sites/apps they use
- know they can use a nickname that doesn't identify them and an image of something they like instead of a photo of themselves
- know the risks of 'friending' people, accepting 'followers' or 'chatting' with people online if they don't know them. How do they know they are who they say they are? They may intend harm. There is also a risk that personal information or photos could be misused or their identity stolen
- get permission from others before putting photos of them online and 'tagging' them. Encourage them to ask their friends to do the same for them. 'Tagging' provides information about the person's activities and creates a link to their profile they may not want
- know how to report abuse or inappropriate content to the social networking service or other agency.

It can help to set up your own social networking accounts so you know how they work.



Sharing sexual images

Make sure children and young people understand the risks of sending or forwarding sexual texts, images or videos (called 'sexting') and the harm this can cause to themselves and others.

Help them understand:

- they have no control over what happens to the image or who sees it, even if they only send it to a friend
- the image could be online forever, even if using apps that only display images for a short time
- the impact this can have on relationships.

Sending sexual images of themselves or others under 18 years could also be classed as possessing and distributing child pornography. This can have serious consequences.

Sometimes intimate images are shared without consent to shame or humiliate someone. This 'image-based abuse', or threatening to do it, is an offence. You can make a report to the Office of the Children's eSafety Commissioner or ACORN.

It is also an offence to film or share images of someone being humiliated or degraded, eg in a school yard fight.

If any of these things happen to your child, reassure them that it can be dealt with. They will need extra love and support from you.

Games and apps

Games and apps can be great educational tools that build skills and a sense of achievement, as well as being lots of fun. They can be downloaded from the internet and many are free. Even young children can spend a lot of time playing them.

- The best apps are those where children can experiment and try out their own ideas, eg creating drawings or music.
- Some apps are labelled 'educational' but are not much more than repetitive activities.
- Free apps often have a lot of advertising and 'in-

app purchasing'. These can be real purchases and cause bill shock for parents. It is also hard for young children to tell the difference between advertising and the game.

Check for inappropriate content, eg violence, sexualised images, coarse language or gambling. The Australian Council on Children and the Media has a 'Know before you load' service that can help you find good apps and avoid the pitfalls.

Gambling risk

Most parents would never encourage their children to gamble. However, simulated gambling may be embedded in children's games without parents realising. There are no warnings because gambling content does not require classification in the same way as violence or sexual material.

Exposure to simulated gambling at a young age can make it more likely children will gamble when older. They can think that gambling is based on skill rather than chance. They often believe the more they play the better they will get, just as they do in other games. This is reinforced when games make it easier to win than in real-life gambling.

Parents can:

- help children recognise gambling and understand how it works
- avoid gambling in front of children and not engage in gambling activity as a family
- check the Australian Council on Children and the Media website for the gambling content of games.

Violence

Games with graphic violent or sexual content have been linked to emotional problems, particularly in younger children.

Children are at risk of:

- thinking it's OK to be aggressive
- being insensitive to others being hurt
- becoming scared of their world





- increased angry feelings and aggressive thoughts and behaviour. Players can identify with a violent character and think their behaviour is OK. When violent behaviour is rewarded it is more likely to be repeated and to increase.

Parents can:

- agree with children about appropriate games. Check the game's classification. If you are unsure about a game, you could hire it first to view the content. Games classified for children can still contain a lot of violence (see the Australian Classification website)
- not allow 'first person shooter' games where the player is in the role of the aggressor
- not allow games where characters are mutilated or killed or where there is sexual violence
- play games with children and note their reactions. Do they become aggressive, frightened or upset? Ask what they like about the game and their favourite character. Help them question whether the behaviour would be OK in real life
- install the gaming device's parental control software. These will also restrict access to in-game purchases.

Lead by example and don't play violent games in front of children. Children are quick to spot double standards. You may need to be firm when limiting violent games as some children like these the most.

Multi-player online games

Young people often enjoy multi-player online games.

They can play with friends and meet new people with similar interests anywhere in the world. Some games have player moderators but many are run on private servers and it is impossible to moderate how players behave.

Parents can:

- remind young people to be cautious about sharing personal information
- monitor when they play. Some games happen in different time zones which can mean young people are playing when they should be sleeping.

Problem game use

When children and young people spend a lot of time playing games they spend less time doing slower, more demanding tasks like reading or playing board games. They also spend less time being active.

Frequent gaming can affect school and social life. A young person can become isolated and preoccupied with gaming. They may become anxious when not playing or lose interest in friends and other activities. It is important to look at what else is happening in their life to see why gaming has become so important.

It can be hard for young people to limit or stop playing games without help. They may want to talk with a counsellor or contact the Kids Helpline or eheadspace.

Children with special needs

Children and young people with special needs can be held back from using online technology due to fears for their safety. Parents might think that not being online is the best option. It is important to consider the benefits children and young people can gain from being connected with others and what would be involved in keeping them safe.

If children and young people with a disability are online, make sure they are taught safe and responsible use. They may need some extra support.



Want more information?

Counselling

Kids Helpline

Phone 1800 551 800

Phone and online counselling for children and young people aged 5-25 www.kidshelpline.com.au

eheadspace

Phone 1800 650 890

Phone and online support for young people aged 12–25 their family and friends. Also has a parents' guide to Instagram www.eheadspace.org.au

ReachOut

Online mental health support for young people with information on online safety and bullying www.reachout.com

1800 RESPECT

Phone 1800 737 732, 24 hours

National sexual assault, domestic violence counselling service

Beyond Blue

Phone 1300 224 636, 24 hours

For free, confidential support if you are experiencing anxiety or depression. This can occur after a person is abused

Lifeline

Phone 13 11 14

Free 24-hour crisis counselling and information about support services www.lifeline.org.au

Suicide Call Back Service

Phone 1300 659 467, 24 hours

Phone and online counselling for people 15 years and over www.suicidecallbackservice.org.au

Cyber safety

Office of the Children's eSafety Commissioner

Information on online safety for parents (iParent) and women (eSafetyWomen), children and young people. Includes cyber bullying, sexting, trolling, digital reputation, online gaming. Provides a guide to games, apps

and social networking. You can report cyber bullying and offensive material. Has resources for Aboriginal families and schools (Be Deadly Online) www.esafety.gov.au

ThinkUKnow

Cyber safety for parents and teachers including privacy management, sexting, gaming consoles. Has guides for young people on using a number of social media sites www.thinkuknow.org.au

Australian Cybercrime Online Reporting Network (ACORN)

A national site for reporting cybercrime www.acorn.gov.au

Australian Federal Police

Report cybercrime at www.afp.gov.au

Crime Stoppers SA

Phone 1800 333 000 www.crimestopperssa.com.au

Stay Smart Online Alert Service

A free service for Australian internet users to explain recent online threats and how they can be managed www.staysmartonline.gov.au/alert-service

Australian Council on Children and the Media

Information about children and media, and app review service 'Know before you load' www.childrenandmedia.org.au

Australian Classification

Classification ratings for movies and games www.classification.gov.au

Department for Education and Child Development

Information for families and students about cyber safety, bullying and harassment www.decd.sa.gov.au

Google Safety Centre

Online safety tips for parents, including Google SafeSearch www.google.com.au/safetycenter/families/start

Government of South Australia

Information about simulated gambling in games www.nogame.com.au

Parenting

Healthy children

A US website with an online tool for developing a family screen-use plan www.healthychildren.org

ReachOut for parents

Information for parents to support their children aged 12-18 through everyday issues and tough times, including technology use, social media and cyber bullying <http://parents.au.reachout.com>

Raising Children Network

Parenting information, including safe game use www.raisingchildren.net.au

Parenting SA

For other Parent Easy Guides including 'Safe technology use', 'Television' and 'Protecting children from sexual abuse' www.parenting.sa.gov.au

Child and Family Health Service

Information on child health and parenting www.cyh.com

Nature Play SA

For outdoor activities for children www.natureplaysa.org.au



Parenting SA

A partnership between the Department for Education and Child Development and the Women's and Children's Health Network.

Ph: 08 8303 1660 www.parenting.sa.gov.au

Parent Easy Guides are free in South Australia.

Important: This information is not intended to replace advice from a qualified practitioner.

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