Woodville
High School

DIVERSITY INTEGRITY RESILIENCE

Our Woodville

Countering Cyber Bullying and Harassment Policy and Procedure

Purpose

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.

Definitions of Cyber Bullying and Harassment

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.

Cyber Bullying 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.

Cyber Bullying 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 the 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 Cyber Bullying 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 THRIVE Program and compulsory Health subject (years 7-10)
- Directing Parent/Caregivers to the eSafety Commissioner Website for advice and strategies in discussing issues with their children
- Building and maintaining staff, students and community confidence in school management of wellbeing
- Transparent and consistent responses to incidents of Cyber Bullying 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 House Group teachers to their roles as promoters of timely and proactive discussion in House Groups, 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 THRIVE 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 Cyber Bullying and Harassment
- Investigate reported incidents of Cyber Bullying and Harassment following the Esafety commissioner's 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

Subject Teachers and House 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 Cyber Bullying 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 House Leaders, Wellbeing Leaders, 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.

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 THRIVE 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.

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 Cyber Bullying 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 Engage in self-education of safe technology use via relevant government websites https://www.esafety.gov.au/young-parents/cyberbullying

Educating for Rights and Responsibilities

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

MIDDLE YEARS

In the Middle years curriculum anti-harassment topics are delivered through the HEALTH and THRIVE curriculum. All students participate in a compulsory anti bullying and harassment seminar supported by Community Ambassadors, Wellbeing Leaders, SAPOL, School Psychologist, Youth Worker and House Group teachers.
THRIVE Curriculum: Students are introduced to and address Cyber Bullying and Harassment and are involved in follow up activities throughout the year by Guest Speakers and SAPOL.

SENIOR YEARS
In the Senior Years HEALTH curriculum anti-harassment topics are delivered. Students are led through preparation for year 10 Work Experience, in sessions defining workplace harassment and methods to deal with incidents, including the 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. THRIVE Curriculum: Refresher Seminars on Bullying and Harassment and continued awareness of cyber bullying and are involved in follow up activities throughout the year by Guest Speakers and SAPOL.

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

House Leaders and the Wellbeing and Inclusion Leaders 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.

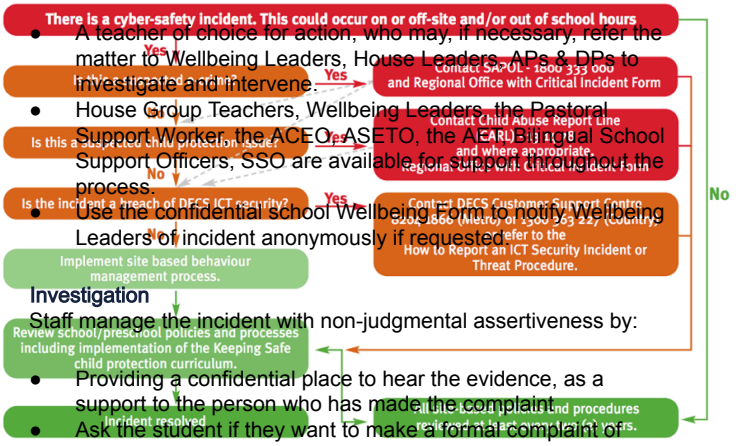
Addressing Grievances

Reporting and initiating action

All forms of Cyber Bullying and Harassment can be anonymously reported to our school via SEQTA.

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 Wellbeing Leaders, House Leaders, APs & DPs to investigate and intervene.
- House Group Teachers, Wellbeing Leaders, the Pastoral Support Worker, the ACEO, ASETO, the AEW, Bilingual School Support Officers, SSO are available for support throughout the process.
- Use the confidential school Wellbeing Form 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 Assistant Principal/Deputy Principal.

Consequences:

Disciplinary action

In the first notified instance, Cyber Bullying/Harassment is given an official warning, which is recorded in SEQTA.

House Leaders will contact and inform parents/caregivers 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 House Leader convenes a meeting of: the student, a caregiver and a School Wellbeing Leader / members of the student support team which may include the school Youth Worker, Psychologist, BSSOs, Aboriginal Education team. The Student Behaviour Management (SBM) procedure of creating a development plan follows. A record is made in EMS. 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 guideline".

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, Middle/Senior Year Manager 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 added on SEQTA for staff information.
- For suspensions, House Leaders are to document the incident in EMS detailing the offence as "threatened well-being".
- A copy of notes or harassment reports about the incident is kept with House Leaders for future reference if required for legal follow-through
- Wellbeing Leaders will keep electronic copies of Reports sent via the school website.

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, HL, 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 SEQTA notes.
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 District Student Behaviour Coach if required.	Official DfE documentation.

*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.

There are important terms used in this document:

'Children and students' denote all learners enrolled in DfE 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.