| Castlemaine Steiner School & Kindergarten | **BULLYING (including cyber-bullying) and HARASSMENT POLICY and PROCEDURES** |
|---|---|
| **PURPOSE** | Castlemaine Steiner School & Kindergarten (CSSK) is committed to providing a safe, caring and respectful culture which enables positive relationships to be formed amongst all students and staff; and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on bullying (including cyber bullying) and harassment will inform the community that bullying and harassment in any of its forms will not be tolerated.<br><br>Every student and staff member at CSSK should feel welcome, supported and emotionally and physically secure at school. The wellbeing of all students and staff is a priority. Individuals cannot achieve their potential if they are being treated unfairly, discriminated against, vilified, harassed or victimized.<br><br>CSSK is bound by the *Equal Opportunity Act 1995 (Vic)*, and *Crimes Amendment (Protection of Children) Act 2014 (Vic)* which says that it is against the law to discriminate against anyone, including students and staff members, because of their actual or assumed:<br><br>• age<br>• breastfeeding<br>• carer status<br>• disability/impairment<br>• gender identity<br>• industrial activity<br>• lawful sexual activity<br>• marital status<br>• parental status<br>• physical features<br>• political belief or activity<br>• pregnancy<br>• race<br>• religious belief or activity<br>• sex<br>• sexual orientation<br>• personal association with someone who has, or is assumed to have, one of these personal characteristics<br><br>No member of the school community will be treated less favourably because they possess any of these personal characteristics nor will such characteristics affect access to benefits and services CSSK provides.<br><br>On behalf of the whole school community, the Board of Directors and the Principal support this policy and the principles and practice of equal opportunity, inclusion and respect for diversity that it articulates.<br><br>This policy should be read in conjunction with other relevant school policies including *Positive Behaviour Policy, Communications Policy, Complaints and Grievance Policy, Formal Discipline Procedures* |

| | |
|---|---|
| **AIMS** | <ul><li>To reinforce within the school community that no form of bullying is acceptable.</li><li>That everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff whether as observer or victim.</li><li>To ensure that all reported incidents of bullying are followed up and that support is given to all parties.</li><li>To seek parental and peer-group support and co-operation at all times.</li></ul> |
| **DEFINITION** | Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.<br>Bullying is a pattern of behaviour by one person or a group of people towards another that is designed to hurt, injure, embarrass, upset, or discomfort that person. It can include:<ul><li>Physical aggression;</li><li>The use of put-down comments or insults;</li><li>Name-calling;</li><li>Damage to the person's property;</li><li>Deliberate exclusion from activities;</li><li>The setting-up of humiliating experiences.</li></ul>Bullying behaviour has these key features:<ul><li>It is deliberate;</li><li>It causes distress;</li><li>It is usually repeated;</li><li>It is unreasonable and unjustifiable;</li><li>It is directed at a specific person or group;</li><li>There is an imbalance of power between the bully and the target of the bullying.</li></ul>There are four broad categories of bullying:<br><br>1. **Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.<br>2. **Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.<br>3. **Indirect bullying** – this form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:<ul><li>lying and spreading rumours</li><li>playing nasty jokes to embarrass and humiliate</li><li>mimicking</li><li>encouraging others to socially exclude someone</li><li>damaging someone's social reputation and social acceptance</li><li>cyber-bullying, which involves the use of electronic means to humiliate and distress</li></ul>4. **Cyber-bullying** consists of covert, psychological bullying, conveyed through the electronic mediums such as mobile phones, websites, on-line chat rooms, 'MUD' rooms (multi-user domains where individuals take on different characters). It is verbal (over the telephone or mobile phone), or written (flaming, threats, racial, sexual or homophobic harassment) using the various mediums available. *Refer to Appendix A-Social Networking and Cyber-Safety of this Policy*<br><br>*Harassment* is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. |

| **RESTORATIVE JUSTICE APPROACH** | The staff at CSSK are working together to create a practical approach to conflict management using the philosophy and practices of Restorative Justice. We believe this approach fosters a safe environment for all students and staff.<br><br>Restorative Justice processes promote repairing harm done to relationships and people over and above the need for blaming and dispensing punishment. Aspects of the process include:<br><br><ul><li>Facilitating dialogue between all those affected by the wrongdoing or conflict</li><li>Encouraging those responsible for the harm to become accountable for their actions and responsible for putting right the wrong</li><li>Ensuring that all those involved or affected are given the opportunity to share their story, their feelings and their needs</li><li>Involving everyone affected in finding mutually acceptable ways forward</li><li>Repairing the harm caused by any behaviour that has a negative impact on others</li><li>Repairing, or at times building, relationships between those affected The values embedded in Restorative Justice processes create an ethos of respect, inclusion, accountability and responsibility.</li></ul>These values include:<br><br><ul><li>fostering impartiality</li><li>being non-judgemental</li><li>collaboration</li><li>empowerment</li><li>emotional articulacy</li><li>valuing others</li><li>integrity</li><li>honesty</li><li>openness</li><li>trust</li><li>tolerance</li></ul>The skills involved in Restorative Justice include:<br><ul><li>active listening</li><li>facilitating dialogue</li><li>empowering others to take ownership of problems</li><li>emotional articulacy</li><li>empathy</li><li>open-mindedness</li><li>conflict management skills</li></ul> |
|---|---|

| | |
|---|---|
| **POLICY** | Our school will actively promote a positive and welcoming personal environment for all members of the school community. When people are bullied or harassed some effects might be anger, embarrassment, fear and humiliation, loss of self-confidence and reduced function and potential. Bullying and harassment will be addressed, individual differences will be respected and students and staff will be enabled and supported in their pursuit of learning and teaching.<br><br>Any member of the school community who raises an issue of discrimination, harassment, bullying or vilification in good faith will not be victimised or otherwise unfairly treated or disadvantaged. All complaints of victimisation will be taken seriously, investigated and acted upon as quickly as possible.<br><br>A school-wide approach will be taken to deal with bullying (including cyber bullying) and harassment in a consistent and systematic way.<br><br>All new students and staff will be informed of the anti-harassment and bullying policy and practices at the commencement of their time at the school.<br><br>All complaints of harassment will be heard in confidence and taken seriously.<br><br>Our school will organise preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. We use the **Rock and Water** program throughout our school to develop these skills and attributes in our students.<br><br>Staff programs will occur periodically to keep staff informed of current issues/strategies for dealing with these issues.<br><br>There will be disciplinary consequences, covering a range of strategies, for those in breach of this policy. |
| **PROCEDURES** | **Reporting**<br><br>Actions for Children if they are being bullied or harassed?<br>• Children are actively encouraged to be assertive and tell the other person to desist with their behaviour or language if it is offensive or a trespass on their right to a safe and productive working environment.<br>• If this is unsuccessful and the undesired behaviour continues the child is encouraged to seek the help of:<br>    1. The teacher on duty if it is playtime<br>    2. Their class teacher<br>    3. Any other trusted teacher<br>    4. The Principal<br>    5. Their parent<br>• This is so we can help children learn to be successful in their social interactions and the strategy is promoted in this way rather than with an attitude of dobbing.<br>• the school will take concerns seriously - all complaints will be treated confidentially<br><br>What to do if you see another student being bullied or harassed<br><br>• If you feel able, tell the person to stop the bullying or harassment, then report the incident to a teacher<br>• If you do not feel able to intervene, report the incident immediately to a teacher<br>• The school will take concerns seriously – all complaints will be treated confidentially |

What to do if your child reports incident/s of bullying or harassment to you, either about themself or another child

- Reassure your child
- Report the allegation immediately to the Class Teacher
- The school will take concerns seriously – all complaints will be treated confidentially

**Staff procedure to respond to a report or allegation of bullying or harassment**

An Incident Report **must** be made to the Principal of any allegation or incidence of bullying, regardless of the source of the report.

The Principal will enter any report of bullying or harassment in the Incident Register

**Level 1**
If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention (recess, lunch-time)
- private conference
- Provide opportunities for redemptive actions from the children

**Level 2**
If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Principal. Here, the Principal **must**:

- Meet with Teachers, Learning Support Staff, Parents and if appropriate the child to develop an Individual Learning Plan.
- Inform the student of the 'zero tolerance' policy related to bullying.
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the children involved.
- Provide opportunities for redemptive actions from the children
- keep written records of any meeting/s
- contact the parents of both children to inform them of incident/s and the School's response

**Level 3**
For 'at risk' students whose bullying or harassing behaviour is severe and for other 'at risk' students whose bullying or harassing and other aggressive behaviour is resistant to change:
- an individual plan will be further reviewed by the Student Support Group in consultation with student (if age appropriate), parents/carers and teachers.
- Consider instituting a period of suspension in accordance with the school's *Formal Disciplinary Procedures*.
- Consider connecting the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).

**Level 4**
Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and well-being will be:
- Consider instituting a period of suspension in accordance with the school's *Formal Disciplinary Procedures* with the goal of outside agency evaluation. The Principal will need to be familiar with those community agencies and organisations that can offer

| | more intensive services to the student and student's family. |
|---|---|
| | **Note:** The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school's *Formal Disciplinary Procedures*.<br><br>Refer to *CSSK Positive Behaviour Policy, Appendix A Student Behaviour and Discipline Procedure,* |
| **FURTHER ACTION** | If any person is dissatisfied with the response of the school to an allegation of bullying or harassment, CSSK encourages the lodging of a complaint as detailed in the *Complaints and Grievance Policy*.<br><br>CSSK encourages all members of the school community to attempt to resolve complaints and concerns through the school if possible. It is also your right to seek help from outside the school. For example, you can contact the Victorian Equal Opportunity and Human Rights Commission (VEOHRC) for information or advice, or to make a complaint.<br><br>To contact the Victorian Equal Opportunity and Human Rights Commission (VEOHRC) call 1800 134 142 |
| **RESOURCES** | **Cybersmart** - Cybersmart provides activities, resources and practical advice to help young kids, kids, teens and parents safely enjoy the online world.<br>http://www.cybersmart.gov.au/<br>**Kids Help Line** - Kids Help Line is Australia's only free, confidential and anonymous, 24 hour telephone and online counselling service specifically for young people aged between 5 and 18.The 24 hour, toll free telephone number is 1800 55 1800.<br>www.kidshelp.com.au<br>**Mindmatters** - Mindmatters is a program to support Australian secondary schools in promoting and protecting the social and emotional wellbeing of members of school communities.<br>http://online.curriculum.edu.au/mindmatters/index.htm<br>**Racism. No Way!** - Racism. No Way! is designed to assist school communities develop an understanding of the nature of racism. It provides practical information and strategies to help address racism in the learning environment.<br>www.racismnoway.com.au<br>**Reach Out!** - Reach Out! is a web-based service that assists young people to help themselves through tough times. The aim of the service is to create opportunities for young people to help themselves and to help others.<br>www.reachout.com.au<br>**Bully Stoppers** - Bully Stoppers supports students, parents, teachers and principals in working together to make sure schools are safe and supportive places, where everyone is empowered to help reduce the incidence of bullying in all Victorian schools.<br>http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx |

| | |
|---|---|
| **Date Implemented** | 20.02.17 |
| **Author** | Danilo Paglialonga |
| **Approved By** | Principal and College of Teachers |
| **Approval Authority (Signature & Date)** | *B. J. Dodd*                20.03.17 |
| **Date Reviewed** | 17.03.17 |
| **Responsible for Review** | Principal and College of Teachers |
| **Review Date** | 20.03.18 |

| | |
|---|---|
| Castlemaine Steiner School & Kindergarten | **APPENDIX A**<br>**SOCIAL NETWORKING & CYBER-SAFETY** |

| | |
|---|---|
| **INTRODUCTION** | Castlemaine Steiner School & Kindergarten has a firm policy on the use of electronic devices at school and clear guidelines for parents in controlling media access in the early years, but the management of media and technology at home can be a difficult issue for parents of pre-teen and adolescent children.<br><br>In Classes 5 and 6, children will often begin to socialise more independently and want to stay in contact with one another – particularly in holiday periods. It may be a time when children are introduced to electronic messaging, social networking, email, and voice and video chat by older siblings and/or friends. This is the reality of the world we live in, and as parents we should be aware of some of the potential problems that these technologies can bring.<br><br>In Years 7 and 8, online social networking tends to become even more central to the social dynamic of the class. Parents of Year 7 and 8 students will experience significant pressure from their child not to 'isolate them' from their social group by controlling access to digital devices. Students of this age group are also interested in having parties – often at night, and will be tempted to use digital tools to organise their social life. This comes with its own set of problems and issues.<br><br>Some devices such as smart phones, music players, and hand-held gaming devices are particularly pose particular challenges – designed for a specific purpose – storing and accessing music, making phone calls, playing games – but these devices often have cameras and can provide easy access to The Internet via Wi-Fi etc. While many families have good filters on home computers to protect children from inappropriate content, this protection is not always carried over to other devices. Smart phones and other devices may have some filtering available but parents must ensure they actively set up and monitor these settings on each device provided to a child.<br><br>In order to help children develop a healthy relationship to technology, it is important to establish clear guidelines, and to help them build the right habits as they move into adolescence and adulthood.<br><br>Technology and Social Media are increasingly crucial tools in adult life, and they have many benefits. This booklet is intended to give an overview of the potential issues for children, as well as to provide some recommendations and resources to help parents deal with these issues proactively and positively.<br><br>**Key Media & Technology Issues for Parents**<br>The main technology related issues of concern facing parents of pre-teen and early teenage children are:<br><ul><li>Physiological effects of exposure to excessive screen-time and its potential impact on sleep, mood, and general wellbeing</li><li>Access to inappropriate and confronting content online and via media, movies, games etc. – and the capacity to send this content on to others</li><li>Exposure to advertising material which may be difficult for children without advanced critical thinking skills to distinguish from website content</li><li>Access to social networking sites which may allow opportunities for inappropriate relationships to form between the child and unknown adults or older children.</li><li>Potential for harmful and abusive situations such as 'grooming' and 'sexting'</li><li>Capacity for children to become involved with Cyber bullying – either as a victim or a</li></ul> |

perpetrator

## Inappropriate Content

The motivations for accessing inappropriate material online can be very innocent at age 11 or 12 but the consequences can be significant and harmful. Typing 'rude words' into a search engine (in the same way that previous generations looked them up in a dictionary or an encyclopaedia), can instantly bring confronting, graphic images to the unwitting child. Older students (13 or 14) may also access inappropriate material with more sophisticated searching and may be tempted to download copies of this content and, potentially, to share it with others.

Internet filters can deal with this issue up to a point – but they must be consistently applied to all devices. Supervision of technology use is also critical and computers etc. should be located in a shared or visible place in the home.

Parents should also check with one another when organising visits, sleepovers etc. to establish the access and supervision rules that are in place in other households.

## Social Networking

Social Networking is an increasingly vital part of adult life. It has many benefits, and can be a powerful tool for forming and maintaining connections with friends, family and others. Despite their many advantages, Social Networks are not always safe places for children and it is important to be aware of the potential issues.

Foremost in the minds of parents and teachers when thinking about social networking, is the potential risk posed by cyber-bullying. This is covered in more detail in the section on cyber-bullying later in this booklet.

On many social networking sites, there are opportunities for people to misrepresent who they really are. This may often be innocuous, and many online communities encourage a level of anonymity. However, with this comes the potential for more sinister social manipulation of often overly trusting children. In extreme cases, predators may use a false identity to 'groom' or target a child.

Even if your child does not have a bad experience of this type, such networks will connect them with many 'friends' of all ages. Children may befriend older children they know of from school or elsewhere and therefore be exposed to online conversations, posts and images that are not age-appropriate.

Be aware that social networking sites, readily accessible via smart phones, can also be accessed via other Internet-enabled devices such as some iPods and gaming consoles.

Unfortunately, it is very difficult for parents of Class 5 and 6 children to successfully prohibit all access to social networking sites. Many online services do not accept users younger than 13 years old – but this offers no guarantee of security, as it is very difficult for these sites to enforce the age restriction. If your children do not access social networking sites from home they will be very likely to do so from a friend or relative's device elsewhere.

It is therefore wise to speak with your children about social networking and lay down some ground rules to help to safeguard them. In particular, talk to your child about personal information and why it is vital to protect it. This sort of information can be used to identify or locate where they live, where they go to school or activities in which they are involved. Actively discourage them from communicating online with people they do not know and ensure they come to you if they have any online encounters with which they are uncomfortable.

### Social Networking Dos and Don'ts

Instruct your child:

- To never arrange a face-to-face meeting with someone they meet online
- To never upload (post) pictures of themselves onto the Internet
- To never give out identifying information such as their name, home address, school name, or telephone number
- To never download pictures or other material from an unknown source, as there is a good chance there could be sexually explicit images
- To never respond to messages or chats that are suggestive, obscene, belligerent, or harassing
- That whatever they are told online may or may not be true.

Other Issues to discuss with your child:

- Personal responsibility while on-line. Consider talking openly with your child about your concerns.
- Privacy concerns on the Internet. What private information is OK to share and what is not?
- Urban legends and tales. Just because information is on the computer screen, it doesn't mean it's true. Do not believe everything someone tells you via the Internet.
- Use of Common Sense. While we don't know the motives of everyone on the Internet, children need to keep some facts and tips in mind while on-line.
- Virus checks. Always use caution when opening files downloaded from unknown sites or people.

## Settings
Check the settings on your social networking page, change it so only those you know and trust can see anything about you. Check it regularly as the settings may be changed by the Host site. Be aware that even though your settings may be secure, your friends' settings may not be the same, which can leave you vulnerable.

## Profile
Review the profile you have placed on line, how much does it reveal about you. Are you happy for everyone to know all this about you?

## Details
Don't put your photo, contact details or your current school on your profile. If you need to, give these details out to people you know and trust. What you place on The Internet is no longer private and is no longer under your control. Others may use it for any purpose they wish.

## Social Networking – Parties
- Never use Social Networking sites to send out party invitations
- Your child may have safe settings but you do not have any control over the settings of recipients – or over how many times the invitation gets sent on
- Your name and address, phone number, school, child's age group etc. could become public knowledge overnight
- Equally, if the party is in a public place this could become an open invitation to uninvited guests
- You and your child also need to be aware that predators use social networking sites to single out targets for their attention

## SOCIAL NETWORKING IN GAMES
Be aware that many games include features that allow for communication with other players in a variety of ways, and that these features also constitute a form of social media.

Consider placing limits, where possible, on your child's exposure to video games and other

| | |
|---|---|
| | interactive media. The decision about how much to allow, what games/movies/television shows to allow, and when to allow them can be a difficult one, and needs to be made and regularly reviewed by each family, taking into consideration:<br><br>• The age of your child<br>• The family's values and interests<br>• The balance of time spent on homework and other obligations<br>• The balance of time spent engaging in physical activity<br><br>Some types of games can engender strong feelings of competitiveness and/or anger and frustration, and this can often lead to harsh and abrasive language amongst players. In some cases, this can lead to abusive interactions and cyber-bullying.<br><br>Due to its transient nature, communication that occurs during gaming can be very difficult for parents to monitor. Often, there is no record of messages or conversations.<br><br>Consider restricting your child's gaming to public areas of the house, in order that you can more easily monitor their communication. It is important to prioritise your child's safety and health over their entertainment while they are at a vulnerable age.<br><br>Carefully monitor your child's gaming partners.<br><br>Younger children should never game with strangers, or with friends of friends who they have not met in person.<br><br>Communicate clearly with parents of other children about what boundaries you are trying to maintain for your child and respect the boundaries of others. Remember that families with older children may have a more open internet/media environment than you want for your younger child. If this is a concern for you, discuss putting certain mutually acceptable parameters in place during visits. |
| **CYBER-BULLYING** | Cyber bullying or harassment and inappropriate use of communication technology can have very serious consequences, even if its intent is not malicious. It is very important for children to understand this, and to learn which types of behaviour are unacceptable and, in many cases, illegal. Children often have the sense that the messages they send are private and will not be intercepted by third parties – but of course once a message, photo or video has been sent, it can be very easily forwarded, uploaded or shared with others. Once this has occurred, it can be very difficult, if not impossible to remove.<br><br>Sometimes messages are sent which are genuinely meant as a joke by the sender. Without facial expressions and tone of voice to accompany them they can be seriously misconstrued by the recipient. These messages can still constitute cyber bullying especially if sent repeatedly or copied on to others.<br><br>Young people can also create serious problems for themselves via 'sexting' or sending nude or otherwise inappropriate photographs of themselves to others. This usually occurs within an older age group, but can happen in Years 7 and 8. This may occur within the context of a boyfriend/girlfriend relationship but in the eyes of the law, any nude photographs of a minor constitutes child pornography and may be dealt with extremely harshly.<br><br>Students will be informed that if they use technology in an inappropriate fashion then they could be committing a crime. Filming and passing on inappropriate material, for example, can be an offence and is treated seriously by schools and the relevant authorities.<br><br>Cyber bullying can take many forms:<br>• Direct messaging - from perpetrator to victim of hurtful or threatening text messages. |

- 'Text Wars' – multiple perpetrators sending numerous messages of ill will to a victim (can also come via Twitter).
- Direct forwarding - of threatening photos & videos.
- Stealing passwords - enabling the perpetrator to impersonate the victim and communicate inappropriately with others on their behalf.
- Blogging – publicly humiliating others via a weblog.
- Websites – purposely creating websites to humiliate or threaten the victim.
- Sending pictures – sending humiliating or degrading photographs of a victim to multiple recipients.
- Internet polling – perpetrator sets up and runs a poll on the an internet site with questions designed to humiliate/embarrass the victim.
- Bullying during online gaming - perpetrators isolate, harass or otherwise target the victim within the gaming context.
- Malicious Code – direct attempt to damage the victim's computer by forwarding viruses.
- Malicious Subscribing – perpetrator subscribes on behalf of victim to email marketers, sex sites etc.
- Impersonation – perpetrator while impersonating the victim sends a message to third parties inviting retaliation. Can be extremely dangerous if the victim's actual contact details are given.
- 'Notify Wars' – perpetrator goads victim into contravening the rules of a website to cause their account to be frozen.
- Prank Calls – very easy to make when you are carrying a mobile around with you all the time.
- False Facebook accounts – perpetrator impersonating victim sets up a Facebook account on their behalf often including malicious or embarrassing content.
- Outing – Perpetrator publicly displays information about the victim designed to cause humiliation or embarrassment.
- 'Flame Wars' – heated and or threatening arguments in an online message board or other forum. It is important that, as parents, we understand the potential hazards of cyber-bullying so that we can help to ensure that we protect our children from becoming either victims or perpetrators.

## Advice for students and parents

Cyber bullying can have traumatic effects on students and it can occur in or out of school time. Students who are targeted in this way often feel powerless and isolated. Listed below are some strategies to help protect students from cyber bullying.

## Strategies for students

- Talk to a parent, friend, teacher or class guardian about the cyber bullying.
- Keep and save as evidence any bullying emails, text messages or images.
- Do not reply to bullying or threatening text messages or emails - do not engage in any communication with the sender(s) as this could make matters worse.
- Do not give out your personal details online - if you are in a chatroom, watch what you say about where you live, the school you go to, your email address etc.
- Remember the tone and meaning of written messages can be misinterpreted.
- Check that your messages are clear and respectful.
- Use blocking software to block messages from certain senders or use mail filters to block emails from specific email addresses.
- Remember that sending/forwarding abusive or threatening messages is inappropriate and could be deemed unlawful under State and/or Federal legislation depending on the circumstances.

| | Strategies for parents |
|---|---|
| | There are a number of things you can do to help ensure your child stays safe when using Internet or phone services:<br>• Talk to your child about bullying and harassment.<br>• Talk to your child's teacher or class guardian about your concerns.<br>• Educate your child about Internet safety and the proper etiquette when using Internet or phone services.<br>• Keep your eyes out for behavioural changes that may indicate your child is being bullied, harassed, victimized or vilified, as you may be able to intervene.<br>• Encourage your child to report any incidents of cyberbullying to you.<br>• Limit computer use for younger children (refer to section on electronic media)<br>• Stay involved - have the home computer in a public space (not in the child's bedroom) and monitor your child's Internet habits<br>• Make sure your home computer is protected with security software |
| **RESOURCES** | Office of the Child's eSafety Commissioner https://www.esafety.gov.au/<br>*Online safety education for children and young people and a complaints service for children who experience cyber-bullying.*<br><br>Cybersmart Online www.cybersmart.gov.au<br>*A great site with plenty of fun links for young people, as well as a section for parents and teachers.*<br><br>eSmart www.esmartschools.org.au<br>*The eSmart website contains information for schools, parents and students.*<br><br>Kidsmart www.kidsmart.org.uk<br>*This is an award winning website providing practical advice about internet safety. Specific sections for students, teachers and parents are included on this site.* |
| **Date Implemented** | 20.02.17 |
| **Author** | Danilo Paglialonga |
| **Approved By** | Board of Directors – 2/9/2016 |
| **Approval Authority (Signature & Date)** | *B. J. Dodd*          25.02.17 |
| **Date Reviewed** | 20.02.17 |
| **Responsible for Review** | Principal |
| **Review Date** | 20.05.18 |