MANLY CAMPUS
CYBER-BULLYING POLICY

Context

- Public schools are inclusive environments, where diversity is affirmed and individual differences are respected.

- Quality education is provided for students to meet their learning needs in a secure, ordered and supportive physical and online environment.

- The focus of quality education is for students to learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student wellbeing.

- The wellbeing, safety and health of students inform school policies, programs and practices.

- Partnership with parents, caregivers, students and the wider community is central to the success of this process.

What is Cyber-Bullying?

- Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others. (Definition from Bill Belsey, the creator of the first website about the issue of cyberbullying – www.cyberbullying.org)
- Cyberbullying is sometimes used as an extension to other forms of bullying, and can result in the target of bullying experiencing social, psychological and academic difficulties. (ACMA)
- While cyberbullying is similar to real life bullying, it also differs in the following ways:
    o It can be difficult to escape and is invasive for it can occur 24/7 and a person can be targeted at home or, indeed, almost anywhere.
    o It can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once.
    o It can provide the bully with a sense of relative anonymity and distance from the victim so there is a lack of immediate feedback or consequences.

What are the forms and key characteristics of cyberbullying?

- Sending hateful or threatening comments or pictures
- Using modern technologies to engage in the social exclusion of someone
- Posting rude, explicit or embarrassing messages or pictures about someone
- Impersonating others or logging into their devices or accounts without their permission
- Putting pressure on a person to send revealing or compromising pictures of themselves.

- Sexting – sharing explicit material using a carrier service
- Covertly filming, recording or taking a picture of someone and posting the images to cause hurt.
- 'Outing' and disseminating confidential information about someone.
- Multi-messaging to clog up a person's electronic system and to cause them distress.
- Using aliases and pseudonyms in chat rooms and on social networking sites in order to harass and upset.
- Engaging in cyber-stalking and the invading of privacy.
- Referring to individuals in a negative or disparaging way
- Ostracism – Intentionally excluding others from an online group

Why have this policy?

Our students have the right to feel safe and not be concerned about being harassed, intimidated or bullied. This right extends beyond the physical environment.

The Student Discipline in Government Schools Policy makes plain "the school discipline policy may apply outside of school hours and off school premises where there is a clear and close connection between the school and the conduct of students".

The Suspension and Expulsion of School Students – Procedures provides that behaviour that may warrant suspension includes "hostile behaviour directed towards students, members of staff or other persons including verbal abuse and abuse transmitted electronically such as by email or SMS text message".

General Education of all Students

Student understanding of their own behaviours and the effects of those behaviours on others is an important first step in the prevention of all forms of bullying. This campus supports the welfare of students through a focus on anti-bullying issues, including cyberbullying.

- Year 7: Issue of campus' Anti-Bullying policy in the School Diary and on the school website, and discussions of bullying issues in Year Assemblies and PDHPE.

- Year 8: follow up discussions, and involvement in *Relationships*, a unit of work in PDHPE based on the "Mind Matters" kit.

- Year 9: reviewing of Relationships issues in PDHPE.

- All year groups: Support and counselling at year meetings and general assemblies, and the school procedures to follow in bullying incidents; resilience and support. Also, all students will take part in learning experiences that address key understandings and skills relating to positive relationships, safety, gender equity, discrimination, bullying and harassment. These experiences will be guided by the Personal Development, Health and Physical Education syllabuses and other Key Learning Areas.

- All students are encouraged to access links from the DET's website – https://www.det.nsw.edu.au/policies/student_serv/discipline/bullying/cyberbully.pdf Links include http://www.bullyingnoway.gov.au/ and https://www.esafety.gov.au/ for example.

- Years 9-12: Participation in the Peer Support training and Crossroads Programs.

What we do

- Maintain a school climate where bullying is less likely to take place and students feel comfortable reporting cyberbullying.
- Implement a sustained curriculum approach to address: - appropriate use of technology (Digital Citizenship) - bullying (including cyberbullying issues). See above.
- Maintain programs for students facilitating knowledge and understanding of digital citizenship.
- Contact the Police and the School Safety and Response Unit where incidents of cyberbullying include possible criminal behaviour.
- Keep accurate records of incidents and their management on Sentral.
- Survey students regularly to monitor bullying and cyberbullying rates using *Tell Them From Me* questionnaire.
- Ensure all members of the school community including casual staff are familiar with the school's policies regarding bullying and cyberbullying.
- Promote anti-bullying messages throughout the school community.

Areas of Responsibility

1. **Students** have a responsibility to:
   - Adhere to the school's Code of Conduct, outlined in the school diary, on the school website and as stated within the school's BYOD Student Agreement and Technology Usage Agreement.
   - Behave appropriately, respecting individual differences and diversity.
   - Follow the school Anti-Bullying Policy and Cyber-Bullying Policy.
   - Respond to incidents of bullying according to the school's Anti-Bullying Policy and Cyber-Bullying Policy.
   - Learn about how onlookers and bystanders are often tacitly giving approval to a bully or bullies.
   - Consider the bullying behaviour from the perspective of the recipient and understand that what determines bullying is how the person on the receiving end feels.

2. **Parents and caregivers** have a responsibility to:
   - Support their children in all aspects of their learning.
   - Be aware of the school Anti-Bullying Policy and Cyber-Bullying Policy and assist their children in understanding bullying behaviour.
   - Support their children in developing positive responses to incidents of bullying consistent with the school's Anti-Bullying Policy and Cyber-Bullying Policy.
   - Support all students of the school to deal effectively with bullying through the strategies of the Anti-Bullying Policy and Cyber-Bullying Policy.
   - Be aware of what your child is doing online and negotiate clear rules about online activities.

3. **Schools** have a responsibility to:
   - Develop, implement and evaluate an Anti-Bullying Policy and Cyber-Bullying Policy through consultation with parents, caregivers, students and the community.
   - Inform students, parents, caregivers and the community about the Anti-Bullying Policy and Cyber-Bullying Policy.
   - Provide students with strategies to respond positively to incidents of bullying behaviour, including responsibilities as bystanders or observers.
   - Provide parents, caregivers and students with clear information on strategies that promote appropriate behaviour, and the consequences for inappropriate behaviour.
   - Follow up complaints of bullying, harassment and intimidation.

- Regularly train all staff (teaching and non-teaching) to recognise bullying in all its forms and apply strategies to support positive relationships.

4. **Teachers** have a responsibility to:
- Participate in training and refresher courses in recognising bullying and implementing strategies to support positive relationships.
- Respect and support students in all aspects of their learning.
- Model appropriate behaviour.
- Respond in an appropriate and timely manner to incidents of bullying according to the school Anti-Bullying Policy and Cyber-Bullying Policy.
- Be aware of changes in the policies in the way bullying can occur, especially via digital media.

Monitoring and Evaluating the Anti-Bullying Policy

- The Anti-Bullying Policy and Cyber-Bullying Policy will be reviewed annually, acknowledging the rapidly changing landscape of digital media.

- To assess the nature and extent of bullying in the school, a sample of students will be asked to complete the Tell Them From Me questionnaire and this data will be analysed as part of the review.

Steps in Managing Cyberbullying at Manly Campus

Step 1   Report any incident on to Sentral and discuss with any of the following:
1. a staff member
2. a Year Adviser
3. the Counsellor
4. a parent
5. School Executive
If not already aware, report is passed on to Deputy Principal, Year Adviser or Counsellor.

Step 2   Informal interviews are conducted by a member of the school executive and a support person (the Year Adviser or Counsellor) with both bully and victim, initially separately, where:
- the incident is discussed and statements are taken regarding to the following:
  - What happened?
  - What was the impact?
  - Room for reparations?
  - Consequences and/or behavior modifications?

Step 3   Plan made to ensure future behaviour aligns with school policies in adherence with steps outlined below for both bully/bullies and victim/victims.

Step 4   Parents may be informed.

If issue is not resolved

Step 5   If there is another occurrence of bullying, further intervention is required.

- Parent interview in which steps 1, 2 and 3 are explained and student breach is discussed.
- Consequences, including possible suspension depending on seriousness, are put in place.
- Future commitments are made.
- Counsellor referrals are made.

Step 6   On-going monitoring
- The victim is counselled.
- The bully is counselled.