

Cyber Safety Policy

May 2016

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Cyber Safety Policy

The Lakes College does not tolerate cyberbullying of any kind. Every person has the right to be treated with dignity and respect and to enjoy positive relationships with all members of the College community.

At The Lakes College, all students have the right to be safe and to learn and all teachers have the right to teach in a safe environment that promotes self-worth and personal growth. Cyberbullying is an increasing concern in Australia with the internet being a regular part of the everyday lives of children and young people aged seven to seventeen years. In 2015, over 80% of students in Australia use mobile devices, with access to new social networks and multimedia sharing applications. It is the responsibility of all members of the College community to play an active part in ensuring that everyone is treated with respect and that any cyberbullying is managed effectively.

The key aims of this policy are:

- To provide a safe, secure and supportive environment for all members of the College community by actively promoting positive relations;
- To provide support for victims of cyberbullying;
- To ensure that the perpetrators of cyberbullying behaviour understand and accept responsibility for their behaviour, be able to offer reparation, and receive appropriate consequences;
- To educate students of all ages about appropriate ways to treat others; and
- To produce students who are responsible and caring citizens in the community.

Definition of Cyberbullying

Cyberbullying is defined as an ongoing misuse of power in relationships through repeated social behaviour that causes physical or psychological harm. It can involve an individual or a group misusing their power over one or more persons using the internet or a mobile device.

Strategies for Preventing Cyberbullying:

Students

Strategies for students to prevent cyberbullying:

- Safeguard your password and all private information.
- Don't post anything that can compromise your reputation.
- Tighten up security and preference settings to limit access to trusted sources.
- Be a friend, not a bystander. Watching or forwarding messages empowers bullies and hurts victims even more. If you can't stop the bully, try to help the victim and report the behaviour.
- Log out of all accounts, especially on public computers.
- Don't be a cyberbully.

Strategies for students who are being cyberbullied:

- Save all evidence of online interactions with the bully.
- Ignore or block the communications. Use preferences or privacy tools to block the person. If it's in chat, leave the 'room'.
- File a complaint with the website, Internet service provider (ISP), or mobile phone company.
- Don't respond.

- Don't retaliate. Getting back at the bully turns you into one and reinforces the bully's behaviour.
- Don't blame yourself. It is not your fault and there is no reason for you to ever put up with cyberbullying.

Parents

Strategies for parents to prevent cyberbullying:

- Establish firm policies. Create clear, explicit boundaries and expectations for technology use.
- Encourage your child to tell you or another trusted adult if they receive threatening message or are otherwise targeted by cyberbullies.
- Monitor your child's technology use.

Monitor your child's technology use by:

- Keeping use of technology in a busy area of the house.
- Limiting data access to technological devices.
- Setting up filters on your child's computer. Tracking software can block inappropriate web content and help monitor web use.
- Insisting on knowing your child's passwords and learning the common acronyms used online and in text messages.
- Know who your child communicates with online.

Encourage your child to:

- Refuse to pass along cyberbullying messages.
- Tell their friends to stop cyberbullying.
- Block communication with cyberbullies.
- Never post or share personal information online, including: full name, address, telephone number, school name, parents' names, credit card number, passwords, etc.
- Talk to you about their online life.
- Not send messages when angry or upset.
- Not to put anything online that they wouldn't want their classmates to see, even in an email.
- Always be as polite online as they are in person.

Warning signs for parents:

Your child may be the victim of cyberbullying if he or she:

- Becomes sad, angry, or distressed during or after using technological devices.
- Appears anxious when receiving a text, instant message or email.
- Avoids discussions or is secretive about computer or mobile phone activities.
- Withdraws from family, friends, and activities that they previously enjoyed.
- Suffers an unexplained drop in grades.
- Refuses to go to school or to specific classes, or avoids group activities.
- Show changes in mood, behaviour, sleep, appetite, or shows signs of depression or anxiety.

Often, adults may respond by removing technology from the victim, which is often seen as a punishment. Let your child know that it is not technology that is the problem, but irresponsible use.

Management of a Cyberbullying Incident

All reports of cyberbullying and breaches of cyber safety are to be investigated by relevant staff members in consultation with the Principal to determine the nature and extent of bullying. All incidents are required to be reported on SEQTA and the Student Support Services Committee notified.

Level 1

If the cyberbullying is a less severe offence, the staff member will notify the Year Level Coordinator/Deputy Head of Primary. Heads of School will also be made aware. The Year Level Coordinator/Deputy Head of Primary will follow up as appropriate. This should involve speaking with the offender and victim, then bringing them together for a Restorative Chat (see Appendix A). This will allow both parties to talk through the situation and for the offender to apologise and modify their behaviour. It is important that we are trying to improve online social behaviour rather than apportion blame, so punitive measures are not necessarily appropriate. However, the offender needs to understand that their behaviour is wrong and must not reoccur. The Year Level Coordinator/Deputy Head of Primary will inform parents and keep a record of the incident. A copy of this is to be kept on the students' file (offending student and victim). The Year Level Coordinator/Deputy Head of Primary will monitor both the offending student and victim to ensure the victim feels safe and the bullying behaviour ceases.

Level 2

If the online behaviour reoccurs, or if it is a serious first offence, the staff member will complete a Cyberbullying Incident Report Form (Appendix A) and submit to the Head of Primary School, Head of Secondary School or Principal. The Head of Primary School, Head of Secondary School or Principal will investigate to find out the nature and extent of the bullying and hold restorative discussions with both the offender and victim and other students involved, if appropriate. The Head of Primary School, Head of Secondary School or Principal will ensure appropriate restoration is offered to the victims and the offender is supported in changing their behaviour. A written agreement will be drawn up (or equivalent in lower year levels) and signed by the offending student who agrees to refrain from such behaviour in the future. Parents will be interviewed at this level. Follow up, via the Head of Primary School, Head of Secondary School or Principal, will occur to ensure the victim feels safe and the bullying behaviour ceases.

Level 3

In the event of repeated cyberbullying, a serious cyberbullying offence or cyberbullying that has not been resolved through the mechanisms described above, the Principal will hold a restorative conference with the students and their parents. Consequences for ongoing cyberbullying may include the following:

- Banning of mobile phone from the College;
- College service;
- Professional assistance or counselling for conflict resolution, online behaviour;
- Other ideas as determined in the restorative conferencing process;
- A contract agreeing to refrain from such behaviour in the future will be signed by the offending student and parents;
- Suspension;
- If the cyberbullying is repeated that does not cease despite all attempts at restorative conferencing and other consequences, and/or serious behaviour, it is considered a breach of the Enrolment Agreement and the Principal may implement expulsion procedures.
- Intervention by Police or other legal authorities.

Records

Each staff member will record first low level incidents. These reports are to be filed and discussed with the Principal, Head of Primary School or Head of Secondary School as required.

Cyberbullying Incident Report Forms and written agreements are filed on student files for both the victim and the offending student.

Review

It is important that staff follow up with victims and offenders of cyberbullying in the days and weeks following the original incident to ensure the situation has been resolved.

Evaluation

The College undertakes to review this Cyber Safety Policy annually in light of the fact that the College is ever changing in its growth.

The evaluation would also include an assessment of the extent to which the strategies used and educational opportunities undertaken have been effective. In light of such an evaluation, the Principal, in consultation with other relevant staff, will map out the approaches, activities and external support needed to ensure that all students are aware of the issues involved in cyberbullying and all behave in socially appropriate ways.

Conclusion

While bullying exists at all levels of society it is important that we communicate our intolerance of this behaviour and take all action to restore relationships when bullying occurs. We understand the effects of bullying on learning, self-esteem and general adjustment in the school environment as well as long term psychological effects.

The implementation of this policy requires the whole College community to share in the responsibility of managing cyberbullying wherever and whenever it occurs.

POLICY RELEASE DETAILS

Date of Policy

April 2016

Approved by

The Lakes College Board

Chairman

Date

Review Date:

Annually, after initial review by Student Services Committee (Chaplain, Head of Learning Enhancement, Year Level Coordinators, College Counsellor) and in consultation with the Principal, Head of Primary and Head of Secondary.

**Appendix A
Cyberbullying Incident Report Form**

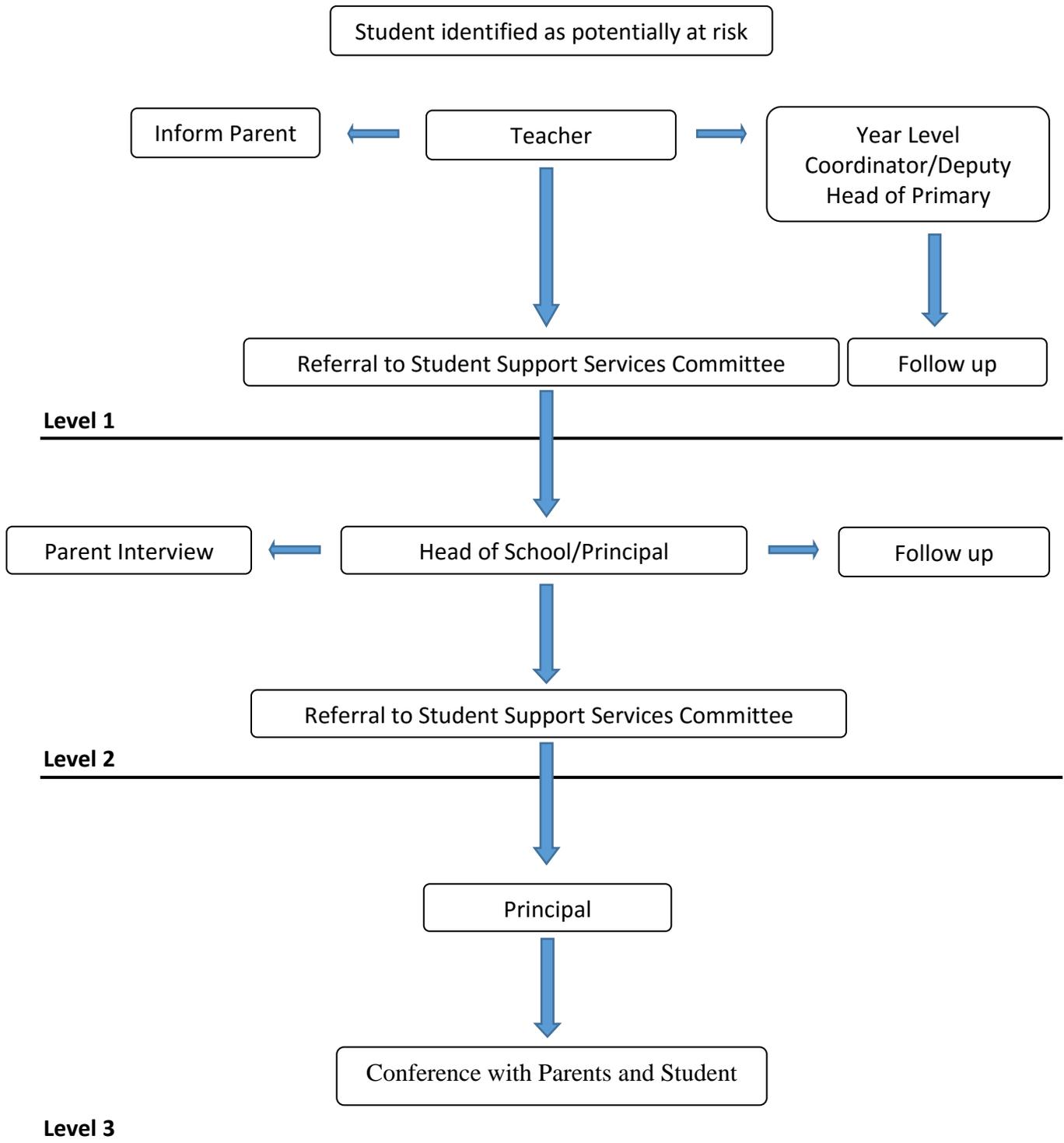
Student Name:
Date of Incident/s:
Nature of Incident:
Description of incident and how Level 1 strategies have not worked (Please attach any supporting documentation)

Action/Agreements for Reparation and Reconnection

For victim:
For bully:
Date of feedback given to parents of students. _____
Signed by staff member compiling the report _____
Signed by the Principal/HOP/HOS _____
Date _____

Appendix B

**THE LAKES COLLEGE
CYBER SAFETY REFERRAL PROCESS**



Note: Serious breaches of the Cybersafety Policy can result in Level 3 action being taken

Appendix C

A list of social media sites is provided below.

Website/App	Additional Information
Twitter	Messages are limited to 140 characters or less. Post a link, share an image, or trade thoughts with celebrities or influencers.
Facebook	Find friends, colleagues, and relatives. Although Facebook is mainly centred around sharing photos, links, and quick thoughts of a personal nature, individuals can also show their support to brands or organisations by becoming fans.
Spillit	The ultimate goal of the page is to ask other users what they think about that individual. With a limited number of characters, other frequenters to a user's page can answer the question. (See below for further information.)
Google+	Combining the best of Facebook and Twitter into one site – and backing it by the power of the world's largest search engine, Google has given users a social site that has a little something for everyone. You can add new content, highlight topics with hashtags, and even separate contacts into circles.
Google Hangouts	Includes instant messaging , video chat , SMS and VOIP features. It replaces three messaging products that Google had implemented concurrently within its services, including Google Talk , Google+ Messenger (formerly: Huddle), and Hangouts, a video chat system present within Google+.
Reddit	An entertainment , social networking , and news website where registered community members can submit content, such as text posts or direct links, making it essentially an online bulletin board system . Registered users can then vote submissions up or down to organise the posts and determine their position on the site's pages. Content entries are organised by areas of interest called "subreddits". The subreddit topics include news, gaming, movies, music, books, fitness, food, and photosharing, among many others.
Tinder	A location-based dating and social discovery application (using Facebook) that facilitates communication between mutually interested users, allowing matched users to chat. The app was launched in 2012, and by 2014 it was registering about one billion "swipes" per day. Tinder was among the first "swiping apps", where the user uses a swiping motion to choose between the photos of other users: swiping right for potentially good matches and swiping left on a photo to move to the next one.
4Chan	An English-language imageboard website. Users generally post anonymously, with the most recent posts appearing above the rest. 4chan is split into various boards with their own specific content and guidelines. Registration is not required, nor is it possible.
Tumblr	This platform is different from many others in that it essentially hosts microblogs for its users. Individuals and companies, in turn, can fill their blogs with multimedia (like images and short video clips). The fast-paced nature of Tumblr makes it ideal for memes, GIFs, and other forms of fun or viral content.
Snapchat	This surprisingly-addictive app gives you the ability to take a picture, add art and text if you'd like, and then send it to recipients for a set amount of time (after which the photo will delete itself and be removed from the company's servers). Beware: Users can take 'screen shots' of the temporary photos and store them permanently.
Twoo	This Belgian social network site is geared for the 25 and under crowd all over the world. Alongside normal social features like posts, updates, and photo sharing, it also boasts online games and chat features that make it popular with younger users who want to stay entertained while connecting with each other.

Youtube	As a video sharing service, YouTube has become so popular that its catalogue of billions of videos has become known as “the world’s second-largest search engine”. The site has everything from first-person product reviews to promotional clips and “how to” instruction on virtually any topic or discipline. Users have the ability to share, rate, and comment on what they see.
Instagram	Not only will allow you to share via Twitter, Facebook, and the Instagram website, you can choose from a variety of photo filters and invite friends to comment on your photos or ideas.
Vine	This site (also available as an app) offers users the chance to share and view brief video clips. While that theoretically offers a virtually endless range of uses, most of Vine’s content is entertainment-focused, with a heavy preference towards “viral” and “meme” clips that are easy to share.
WhatsApp	The WhatsApp concept is simple: send text-style messages to anyone else using the platform, but without paying data charges. That straightforward idea has already gathered more than 700 million fans, making the app the world’s most popular messaging platform.
Meetup	Meetup is for organising local groups around specific interests. There are “meetups” centred on just about everything, from music to hobbies, and get-togethers are almost always open to newcomers.
Pinterest	This platform is different from many others in that it essentially hosts microblogs for its users. Individuals and companies, in turn, can fill their blogs with multimedia (like images and short video clips). The fast-paced nature of Tumblr makes it ideal for memes, GIFs, and other forms of fun or viral content.
Flickr	An image hosting and video hosting website, with a web services suite. In addition to being a popular website for users to share and embed personal photographs, and effectively an online community , the service is widely used by photo researchers and by bloggers to host images that they embed in blogs and social media .
Ask.fm	A social media site that allows users to ask questions anonymously. (See below for further information.)
Tagged	Tagged is a social discovery website based in San Francisco, California . It allows members to browse the profiles of any other members, and share tags and virtual gifts.
MeetMe	MeetMe focuses on helping users discover new people to chat with on mobile devices. Approximately 80 percent of MeetMe's traffic comes from mobile. The service has more than one million total daily active users.

SPILLIT

Comments and responses can become harsh, violent, or sexual. The result is an open forum for cyber-bullying and gives bullies a platform to speak their minds and thoughts. This location can also have children, teens and even adults oversharing information that should be kept private. Also, since users have the ability to choose a username, they can get away with saying these things anonymously.

ASK.FM

In mid-2013, before Ask.com bought Ask.fm, the site was the subject of several media articles regarding [cyberbullying](#) that have been linked to suicides. This was largely in response to widely reported cases of anonymous, offensive messaging and suicides apparently resulting from such bullying. The site courted controversy by not having workable reporting, tracking or parental control processes, which have become the norm on other social media websites. Now owned by Ask.com, the site has a complete set of reporting and blocking features as well as an updated Terms of Use and Privacy Policy which details the ground rules of using Ask.fm.

