



PROCEDURE

Guideline	Cyberbullying
Guideline Reference No.	
Approval Date	2011
Review Date	2012
Officer Responsible	Pastoral care committee
Approval Authority	Principal
References	
Attachments	

Introduction

Courtesy, consideration and cooperation all have the quality of caring for others as their basis. Any form of bullying breaches this basis and is against our College rules and in some cases the laws of the State.

At Trinity South we aim to build a community where:

- Everyone has the right to feel secure and comfortable in the School environment
- Everyone has the right to learn, free of bullying or harassment
- There are well supported procedures for reporting and dealing swiftly with bullying in all its forms
- Anyone (staff, students or parents) who witness bullying are strongly encouraged to report such acts to a person in authority as soon as possible
- The confidentiality of any complaint you make will be respected by those in authority
- Those who experience bullying have access to counselling
- Those who seek to bully or harass are aware of the consequences of such action

Background

The Internet

The internet has become an integral part of life. It is a powerful resource, enabling people of all ages to learn and communicate in a myriad of new ways. For children, growing up in a world where the internet has always been available, it is an essential tool.

Children can use the internet for many reasons. These could include to:

- Find assistance with school assignments
- Learn skills
- Gain knowledge
- Meet new people who share similar interests
- Keep in touch with friends

The Internet

The internet is an incredible tool. It offers the chance to become part of an enormous virtual community connected by mutual interest rather than geography. The internet can provide young and older users benefits, including:

- Independent learning and research skills
- Improved communication skills, through experience with learning technologies to access and create resources and communicate with others

“Cybersmart Guide for Families (ACMA) 2009”

Internet Usage

As Internet penetration and use continue to increase, the new technologies available become ever more sophisticated and personal and Web 2.0 applications facilitate spontaneous creation and uploading of content by every user. Additionally the number of young people, particularly the younger children, accessing and using Internet has increased significantly over recent years.

“Assessment report on the status of online safety education in schools across Europe March 2010”

Bullying

Bullying is often defined as being an aggressive, intentional act or behaviour that is carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself (*Whitney & Smith 1993, Olweus 1999*).

What is Cyber Bullying?

Although there are various forms of bullying in any community, students of today are exposed to, and sometimes affected by, increasing levels of Cyber Bullying.

Cyber Bullying is defined as verbal or relational bullying accomplished using electronic or wireless media. Cyber Bullying involves the use of information and communication technologies such as e-mails, mobile phones, text messages, instant messaging and defamatory personal web sites and on-line personal polling web sites to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

Cyber Bullying: a Virtual Menace

(adapted from original document – NCAB, Nov, 2007)

Dealing with Cyber Bullying

Parents, staff and students at Trinity College South are part of a three-way partnership.

A new study in Britain has found that telling your parents about being bullied – and parents then reporting the bullying – really does make a difference. When children tell their parents as well as their teacher that they are being bullied, it is more likely that the bullying will stop.

Principals' Digests Vol 16 No. 16

The Program at Trinity College South

Clearly the first step in any anti-bullying program is prevention through education and Trinity South has developed a program that endeavours to do this.

All staff, Principals, Counsellors, Deans and Teachers have professional training in different and new approaches. When Cyber Bullying occurs then in response Trinity South has adopted a flexible system that allows for the school to adopt a number of approaches to best suit the circumstances of the situation. These approaches include behavioural methods such as the application of consequences as deterrents, the use of restorative justice practises including case conferencing, and the use of the well researched and highly effective Method of Shared Concern).

These approaches are summarized below:

Breaking the Cycle

Broadly, there are two aspects to the task of reducing bullying. First, there is the proactive or preventative aspect. This is concerned with how schools can help students to establish and maintain more positive relationships with each other and deal more adequately with interpersonal conflict. It includes work in classrooms with students to develop greater empathy, to act assertively when necessary, to become more resilient and to help others who are being bullied, for example, through positive bystander behaviour. All this can help to reduce the number of cases of bullying that may otherwise require intervention by the school. The second aspect of countering bullying may be called reactive and requires the use of effective methods of intervention with cases of bullying.

Ken Rigby. Education review March 2010

Restorative Practice

This practice involves getting the offender to reflect upon his or her unacceptable behaviour, experience a sense of remorse and act to restore a damaged relationship with both the victim and the school community. Its application may take place at a community conference attended by those involved in the bullying plus significant others such as parents. It can also be used to resolve problems of bullying involving a group or class of students and issues of bullying that arise between two individuals. Necessary elements include the prior existence – or subsequent emergence – of remorse on the part of the offender and the readiness of the victim and others to accept the offender's apology and restorative action.

The Method of Shared Concern

This is also a non-punitive approach. It involves first working with the suspected bullies and with the victim, in one-to-one meetings. When progress has been made, a meeting is held with the suspected bullies as a group to plan how the problem might be resolved. Subsequently they are joined by the victim and an agreed solution is negotiated. Although this approach can be time-consuming, outcomes are overwhelmingly positive and it is uniquely appropriate for dealing with cases of group bullying in which the victim has behaved provocatively; this occurs in about 20 per cent of cases. Violent or criminal behaviour is normally not handled using this approach.

National Curriculum File p.10-13



TRINITY COLLEGE

South

**CYBER BULLYING EDUCATION PROGRAM
2010**

Year Level	What	When/Where	Topics
Junior School	Lessons	Term 1-4 ICT Lessons	Friendship Using ICT
Yr 6-7	Workshop	Term 2-3	Friendship, respect & the appropriate use of computer.
Yr 8	Workshop	Term 2-3	What is Bullying? How to deal with Cyber Bullying?
Yr 9-10	Lecture	1 June STARplex	The Dangers of the Internet Protective behaviour on the Internet
	Workshop	Term 2	Cyber Safety Rights & responsibilities and ICT
For Parents (1)	Information Evening	1 June TC Blakeview	Cyber safety & the Internet
For Parents (2)	Information Evening	Term 3, 28 July TC South (P & F)	Your Child's Safety & the Internet