



ST LAURENCE'S COLLEGE ANTI-BULLYING POLICY 2018

incorporating guidelines and procedures for enacting the policy within the College community

SECTION 1: RATIONALE:

As a Catholic school in the Edmund Rice Tradition, we are called to provide all students with opportunities to develop positive behaviours and self-discipline in a safe, supportive environment where mutually respectful relationships are the defining features of a dynamic, Christ-centred community (Brisbane CEO). This is in line with the National Safe Schools Framework (2013) that has the following overarching vision:

All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing. ... In a safe and supportive school, the risk from all types of harm is minimised, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing. (NSSF,2013)

The prevention and management of bullying within the community is a concern for all stakeholders. This document focuses the work of our community to ensure that St Laurence's College is a safe and supportive school.

SECTION 2: POLICY STATEMENT:

St Laurence's College is passionate about providing a safe, supportive and respectful teaching and learning community that promotes the wellbeing of each individual student. We value respect, acceptance, and compassion as a foundation to affirm each boy's worth and dignity. Acceptance of these values would mean that all students are entitled to an education free from humiliation, oppression and abuse.

SECTION 3: VISION:

As a Catholic School in the Edmund Rice Tradition, St Laurence's College aspires to be faithful to the four Touchstones:

Liberating Education: We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.

Gospel Spirituality: We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.

Inclusive Community: Our community is accepting and welcoming, fostering right relationships and committed to the common good.

Justice and Solidarity: We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.

SECTION 4: PURPOSE

This policy document, including guidelines and procedures, is aligned with the Vision Statement and is intended to create a safe and supportive learning and teaching community by:

- ensuring that there are positive, proactive practices in support of student behaviour and wellbeing.
- fostering positive and respectful relationships between all members of the community so that all feel cared for and supported.
- promoting positive connection to the school community as a means of enhancing student safety and wellbeing.
- ensuring that all programs of the College, including Pastoral Care, Teaching and Learning, promote preventative approaches to bullying and responsive approaches to restoring relationships.

SECTION 5: ABBREVIATIONS USED IN THE DOCUMENT

CLT	College Leadership Team
DP	Deputy Principal
HoS	Head of School
HoPS	Head of School – Primary
HoMS	Head of School – Middle
HoSS	Head of School – Senior
HoY	Head of Year
AHoY	Assistant Head of Year
HCT	Home Class Teacher
HC	Home Class
BMP	Behaviour Management Policy
ABP	Anti-Bullying Policy

SECTION 6: GUIDELINES FOR IMPLEMENTATION

In implementing the Anti-Bullying policy, a whole school approach is adopted ensuring that all members of the St Laurence's College community are aware of individual responsibilities in promoting positive behaviours, and in the prevention and reporting of incidents of bullying and the subsequent restoring of relationships.

In implementing this policy, the College Leadership Team takes overall responsibility and commits to developing and sustaining a safe school (NSSF, 2013) by:

- providing a vision inclusive of what constitutes a safe, supportive and respectful learning and working environment for all.
- developing and implementing policies that allow for sustaining the vision – eg Anti-bullying policy, Behaviour Management Policy.
- ensuring that evaluation and review processes for policies and processes, inclusive of the findings from ongoing data collection, are in place and followed.
- providing appropriate resourcing – human and other – for implementation and professional development as appropriate.

The guidelines for implementation include three areas:

- Policy Awareness – dissemination of the policy to all stakeholders
- Proactive Strategies for prevention of bullying
- Intervention: Procedures for staff, students and parents

6.1 Policy Awareness – Dissemination of the Policy to all stakeholders:

Group	Practices for dissemination	Responsibility of
Students	<ul style="list-style-type: none"> • access to the policy document via the College website • Initial education associated with the contents of the policy and procedures document outlined at the start of each year in Year level groups and in Home Class groups • Posters showing Anti-Bullying messages shown in all classrooms and on noticeboards 	<ul style="list-style-type: none"> • CLT to ensure that all information is provided and maintained • HoPS, HoMS, HoSS, HOY, AHOY, HCT • DP to oversee
Staff/employees	<ul style="list-style-type: none"> • access to the policy document via the College website and linked to staff handbook • Education associated with the contents of the policy and procedures document outlined at the start of each year for all staff including through induction processes for new staff. • Throughout the year, as new staff are employed, policy awareness will be part of the induction process • Updates in relation to the procedures are revisited throughout the year at Pastoral gatherings of staff 	<ul style="list-style-type: none"> • CLT to ensure that all information is provided and maintained • CLT – specifically Deputy Principal • CLT – specifically Deputy Principal • HoS/HoY/AHoY
Parents/Carers	<ul style="list-style-type: none"> • access to the policy document via the College website • Education associated with the contents of the policy and procedures document disseminated to parents/carers in the initial Year group gatherings that take place in Term 1 each year. • Reference to the policy and procedures document as part of the College Newsletter at the start of each year with links to the policy online • Updates throughout the year as required 	<ul style="list-style-type: none"> • CLT to ensure that all information is provided and maintained • HoS responsible for the gathering to ensure its inclusion in the program • CLT – specifically DP • DP/HoS
Volunteers	<ul style="list-style-type: none"> • access to the policy document via the College website • As part of induction processes, the document will be addressed in terms of policy and enacting this in the community 	<ul style="list-style-type: none"> • CLT to ensure that all information is provided and maintained • CLT – specifically Deputy Principal

6.2 Proactive Strategies for creating a supportive and connected school culture

These include, but are not limited to:

Proactive Strategy	Responsibility of
Provision of programs for students to connect to and foster connectedness to the school particularly through the Lauries Journey lessons, engagement with the sporting, music and Faith in Action – service activities of the school	Under direction of HoS in collaboration with HoY/AHoY and Directors of Sport, Music and Service Learning
A focus from all to develop positive, caring and respectful student-peer, student-teacher, and teacher-teacher relationships.	All members of the community
Engagement of staff in the promotion of positive behaviours within the community	All staff
Engagement in programs that <ul style="list-style-type: none"> • foster the well-being of students • teach skills and understandings related to personal safety and protective behaviours • teach social and emotional skills – listening, negotiation, sharing, empathy, resilience This will occur predominantly through Lauries journey lessons - using visiting speakers and online resources, such as https://www.studentwellbeing.hub.edu.au and https://bullyingnoway.gov.au/ around the themes of 'respecting diversity', 'safe and responsible choices', 'building positive relationships', 'online safety', and others as indicated in the Lauries journey programs for each year level.	Under the direction of the relevant HoS and in collaboration with their respective pastoral teams in the development of the Lauries journey program
Providing opportunities for education of parents on issues related to student safety and wellbeing eg Visiting 'experts' in areas related to wellbeing and safety as well as online resources for parents, such as https://www.studentwellbeing.hub.edu.au	Under the direction of the Deputy Principal and in collaboration with HoSS, HoMS, HoPS
Training and engagement of Year 12 Peer mentors in support of the younger members of the community	Counselling Staff
Awareness raising campaigns throughout the year including National Day of Action against Bullying and Child Protection Week	Counselling Staff in collaboration with HoS, HoYs and AHoYs.
Ongoing professional learning for staff related to student safety and wellbeing - capacity building for staff so that they can respond effectively and sensitively to possible situations of aggression, violence and bullying	Deputy Principal
Yearly surveying of students to gather data and information in relation to bullying behaviours and the subsequent addressing of issues that arise as a result of the data as part of the evaluation and review of policy and procedures	Under the direction of relevant HoS and their pastoral teams
Access to counselling staff	All community members
Ensuring that staff and volunteers have compliance in the area of Child Protection	Deputy Principal, HR staff member

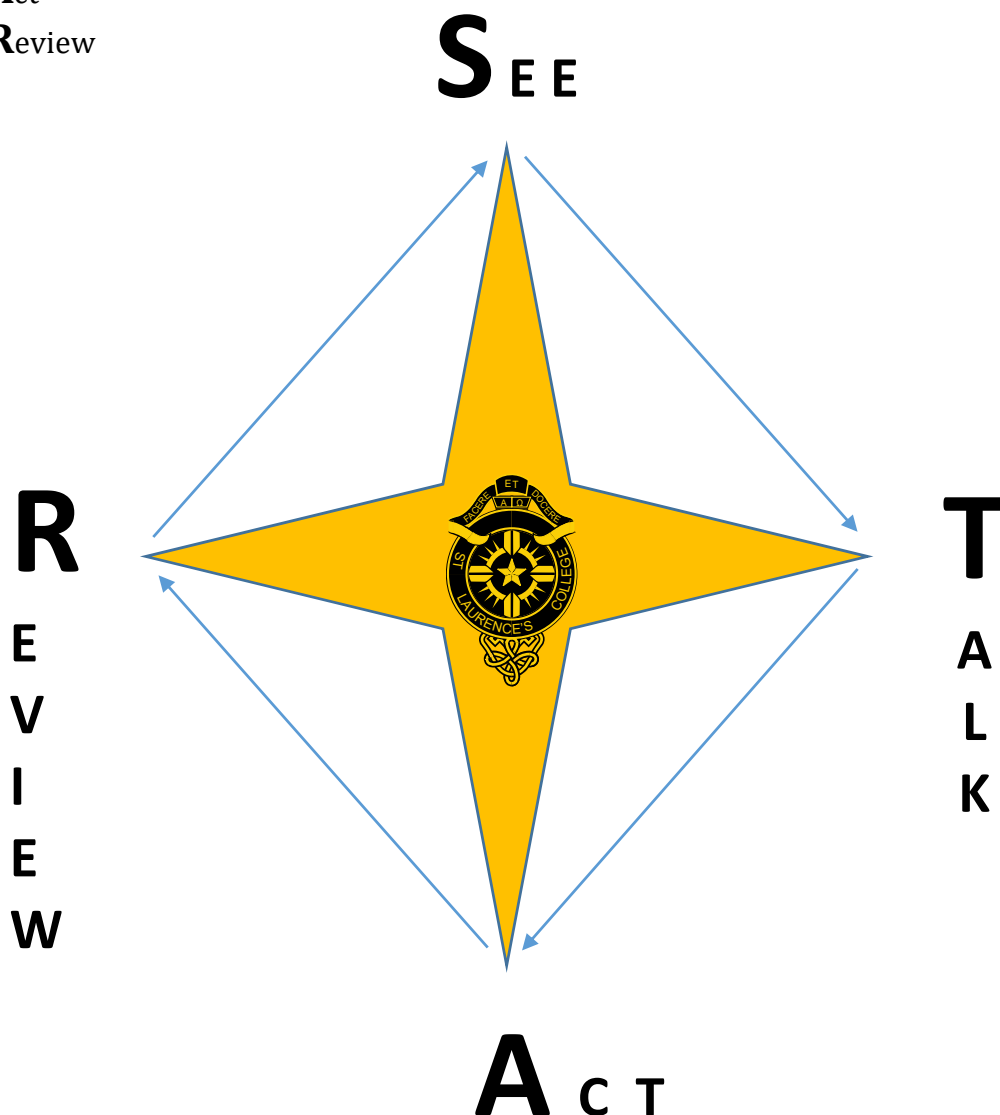
6.3 Intervention: Procedures for staff, students and parents

Notes:

- The aim of the Anti-Bullying Policy is to have the bullying behaviours cease, rather than just taking punitive measures against those who bully. This does not preclude punitive action; consequences for bullying behaviours will be aligned with the Behaviour Management Policy which also includes opportunities for relationships to be restored.
- For the safety and wellbeing of students, there is a comprehensive Yard Duty Roster in place where staff are present and taking responsibility for their assigned areas as per the Yard Duty roster.
- A dedicated email address is available to report incidents of bullying behaviours
- There is a drop-box available in Student Services for students to report incidents of bullying behaviours anonymously.

In dealing with any incidences where bullying has been suspected, the STAR approach will be taken: **S**ee

Talk
Act
Review



For Staff, students and parents, the following flow charts indicate the steps to be taken to deal with any suspected incidences.



Lauries Response flow chart



STAFF

See	Educate staff, students and parents about bullying policy and procedures	<ul style="list-style-type: none"> • Inform about the location of the policy and procedures • Advise at meetings and information evenings
	If a student approaches you to speak about a situation/incident or if you witness an incident or notice a change student's behaviour.	
Talk	Listen carefully and calmly, and document what the student tells you	<ul style="list-style-type: none"> • Ensure a private place to talk • Do not dismiss their concerns • Clarify if there are immediate safety risks
	Collect additional information	<ul style="list-style-type: none"> • Ask for any evidence from the student • Speak with all students involved, including bystanders • Keep records
	Discuss a plan of action with the students	<ul style="list-style-type: none"> • Invite suggestions from students as appropriate • Inform all students involved of your intention to inform their parents/guardians
Act	Inform the students what you intend to do	<ul style="list-style-type: none"> • Also inform them about when you are planning to follow up with them after implementing the plan
	Provide suggestions about what to do if the bullying occurs again	<ul style="list-style-type: none"> • Refer to the counsellor if appropriate • Offer strategies for future dealings
	Record the incident in school's data management system	<ul style="list-style-type: none"> • All conversations and correspondence are recorded in TASS
	Notify appropriate personnel	<ul style="list-style-type: none"> • Refer the matter to the appropriate person: Home Class Teacher, Head of Year, Deputy Principal, School Counsellor
Review	Set a date for follow up review/s	<ul style="list-style-type: none"> • Bullying can require a sustained effort to prevent
	Contact the parent/guardian about the incident and the plan of action	<ul style="list-style-type: none"> • Initially contact the parent by phone and follow-up with an email. The relevant HoS and HoY should be included. (Check all outgoing emails with the relevant HoS)
	Follow up with students over the next several weeks and months	<ul style="list-style-type: none"> • Be alert to ongoing bullying, particularly the possibility that the bullying can 'reappear' in another form sometime later.



Lauries Response flow chart

STUDENTS



This flow chart indicates the steps to take where a bullying incident/behaviour is being reported verbally.

See	<ul style="list-style-type: none"> • Self-awareness: <ul style="list-style-type: none"> ○ Are my friends treating me how I should be treated? ○ Am I treating others how they deserve to be treated? ○ How safe am I feeling? • Other-awareness: <ul style="list-style-type: none"> ○ What behaviours am I noticing that are causing me concern? ○ How might others be feeling? ○ Am I feeling worried about another person?
Talk	<ul style="list-style-type: none"> • Assertively say what you would like to see stop/happen moving forward • Who are the people that I should speak to for assistance for myself or others? <ul style="list-style-type: none"> ○ Friends ○ Parents ○ Peer Mentors ○ Home Class Teacher ○ Head of Year ○ Counsellors • Provide factual information: <ul style="list-style-type: none"> ○ Who was involved? Who has tried to help? ○ What specifically happened? What factors led to this? What strategies have you tried to solve this? ○ When did it start? When did it happen? ○ Where is it occurring? Where has it occurred? ○ How is it occurring? How often is it occurring? How is it making you feel?
Act	<ul style="list-style-type: none"> • Work with your teacher/Head of Year/Parents to come up with a plan for how you will manage the situation • Have a plan that you will follow should the situation continue
Review	<ul style="list-style-type: none"> • When you meet with the appropriate staff member, give clear and factual information regarding the situation and whether it has changed <ul style="list-style-type: none"> ○ How have things changed? ○ Are things better, worse or the same? ○ How am I feeling now? • Participate in discussions on any changes that can be made to further improve/maintain the situation



Lauries Response flow chart



STUDENTS

This flow chart indicates the steps to take where a bullying incident/behaviour is being reported in written form – online or via drop box (Student Reception).

See	<ul style="list-style-type: none"> • Self-awareness: <ul style="list-style-type: none"> ○ Are my friends treating me how I should be treated? ○ Am I treating others how they deserve to be treated? ○ How safe am I feeling? • Other-awareness: <ul style="list-style-type: none"> ○ What behaviours am I noticing that are causing me concern? ○ How might others be feeling? ○ Am I feeling worried about another person?
Talk	<ul style="list-style-type: none"> • If you wish to report an incident online, go to Lauries net > Pastoral > Anti-Bullying Policy • Provide factual information about the incident you are reporting which will be addressed by the following questions: <ul style="list-style-type: none"> ○ Who was involved? Who has tried to help? ○ What specifically happened? What factors led to this? What strategies have you tried to solve this? ○ When did it start? When did it happen? ○ Where is it occurring? Where has it occurred? ○ How is it occurring? How often is it occurring? How is it making you feel? <p>After you submit this document, it will be accessed by one of three people – The Head of Primary School, Head of Middle School and Head of Senior School. That person will make contact with you if any further details are required.</p> <ul style="list-style-type: none"> • If you wish to report an incident anonymously, you can access a sheet through Student Services and place it in the 'Drop Box' in that area when completed. This 'Drop Box' will be accessed by one person – The Deputy Principal who will pass this on to the relevant Head of School – Primary or Middle or Senior – as required for further investigation.
	<p>The Act and Review phases will be completed as required by the relevant Head of School dealing with the reported incident. Where the person submitting the incident report is known, this will include further and discrete follow-up with that person.</p> <p>The Act and Review phases will complement those indicated in the flow chart where a report has been made verbally. These responses will be tailored to suit the situation after investigation by the relevant Head of School – Primary, Middle or Senior</p>



Lauries Response flow chart



PARENTS

See	<ul style="list-style-type: none"> • Awareness - recognise the signs that your son might be experiencing <ul style="list-style-type: none"> ○ Have I seen any changes in behaviour? ○ What are those changes? ○ Am I concerned with how my son is managing emotionally? ○ Am I concerned with how my son is interacting with others socially? ○ Could there be any other reasons for what I'm observing?
Talk	<ul style="list-style-type: none"> • Ask your son if he is OK. Tell him what you have noticed. • Remain calm and listen to your son • Provide reassurance that help is available • Validate their feelings and concerns • Model appropriate ways of managing concerns (e.g. 'That's really upsetting that you are going through this. I think we need to seek some further help.') • Speak to a member of staff who you would like to deal with the information initially - Home Class Teacher, Head of Year, Assistant Head of Year. Provide factual information to the appropriate school staff- <i>Remember that they have to investigate the issue thoroughly to decipher if it is a bullying situation or not</i> • Alternatively, you may wish to lodge the incident online – go to the College Intranet > Pastoral > Anti-Bullying Policy for relevant forms and documentation. Once lodged, this will be accessed by the relevant Head of School (HoS) – Primary or Middle or Senior as required. The HoS will then proceed with the process of investigation.
Act	<ul style="list-style-type: none"> • Work collaboratively with the appropriate school staff member to work out a plan for your son – <i>This will need to be done for all students involved in the situation, and you will only be informed of the specific details pertaining to your son's plan</i> • Support your son to implement the plan over time (this will be worked out on a case-by-case basis with the appropriate staff member) • Model appropriate responses to difficult situations • Praise your son's efforts when taking a positive, proactive approach • Discourage unhelpful/excessive/aggressive responses • Help your son to engage in positive, prosocial opportunities to build social connections (e.g. hobbies, music, sport etc.) • Seek additional support from Counselling if required
Review	<ul style="list-style-type: none"> • Monitor any behavioural changes that may occur: <ul style="list-style-type: none"> ○ Has my son actively participated in the plan to manage the situation? ○ Is my son engaging more at school? ○ Is my son engaging more with peers? • Monitor any emotional changes that may occur: <ul style="list-style-type: none"> ○ Has my son's mood changed in any way? How? • Check-in with your son to find out how they are interpreting the situation now <ul style="list-style-type: none"> ○ Are they happy with how the plan has gone? ○ Is anything still occurring? If so, have they follow-up with the appropriate staff member? • Participate in discussions with your son and the appropriate staff member to evaluate the plans effectiveness (and adjust if necessary)

SECTION 7: EVALUATION AND REVIEW:

This policy will be implemented in Term 1, 2018. Initial information regarding the policy and procedures will be distributed in Term 1, 2018 and a program for information sessions for all stakeholders to be developed and implemented.

This policy and procedures document will be reviewed annually in Term 4, with changes being made and implemented for the start of the following year.

SECTION 8: DEFINITIONS

The following definitions have been taken from the National Safe Schools' Framework – NSSF (© 2010, revised 2013) and the Bullying No Way website that is linked to the NSSF, unless stated otherwise.

Student wellbeing: a student's level of satisfaction with the quality of their life at school. Optimal wellbeing is characterised by positive feelings and attitudes, positive relationships with other students and teachers, resilience, and satisfaction with self and learning experiences at school.

Resilience: the ability to return to (almost) the same level of wellbeing and to continue to thrive despite encountering negative events, difficult situations, challenges or adversity.

Harassment: Behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability

It offends, humiliates, intimidates or creates a hostile environment. It may be ongoing or a single, random act, as well as intentional or unintentional. This may lead to harm.

Harm: Any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing (section 9 of the Child Protection Act 1999). For harm to be significant, the detrimental effect on a child's wellbeing must be substantial or serious, more than transitory and must be demonstrable in the child's presentation, functioning or behaviour. (Department of Communities, Child Safety and Disability Services, 2015).

Aggression: words or actions (overt and covert) that are directed towards another and intended to harm, distress, coerce or cause fear.

Violence: the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases, death.

Students can exhibit aggressive and violent behaviours that do not necessarily constitute bullying.

Bullying: *repeated* verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Bullying can be **overt** (obvious bullying) or **covert** (a type of subtle social or verbal bullying, hidden from those not directly involved. It harms another's social reputation, relationships and self-esteem).

There are several types of bullying

- **Physical bullying:** any bullying that hurts someone's body or damages their possessions. Stealing, shoving, hitting, fighting, and destroying property all are types of physical bullying. Physical bullying is rarely the first form of bullying that a target will experience. Often bullying will begin in a different form and progress to physical violence. (<http://respect2all.org>)
- **Verbal bullying:** an individual repeatedly uses verbal language (eg teasing, insults, etc) to gain power over his/her peers in an attempt to degrade or demean.
- **Relational bullying:** also called social bullying, is repeatedly ostracising others or convincing peers to reject another person, as well as sharing rumours or private information.
- **Cyber bullying:** The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature (Rigby and Johnson, 2016).

Roles within bullying incidents:

Victim/target: The person who is the object of the bullying

Perpetrator/Initiator/Bully: The person who is exhibiting the bullying behaviour
Please note that a person may exhibit bullying behaviours and also be a target of bullying.

Bystander: A bystander is someone who sees or knows about bullying, harassment or violence that is happening to someone else. There are three main types of bystander:

- **followers** - do not initiate, but take an active role in the bullying behaviour
- **supporters** - support the bullying behaviour (overtly or covertly; for example, by turning a blind eye or standing and watching) but do not take an active role in the bullying behaviour
- **'Upstander'** (defenders) - someone who recognizes when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied, they speak up. Being an upstander is being a hero: we are standing up for what is right and doing our best to help support and protect someone who is being hurt. In many ways, this is another word for being socially responsible. (NSCC, 2010)

Restorative practices: This refers to the means by which practitioners can resolve conflict between students by bringing about genuine remorse on the part of the offender(s) accompanied by restorative action. For example, apologising to a victim and having the apology accepted (Rigby and Johnson, 2016). This is a component of the College's Behaviour Management Policy.

Appendix A contains hyperlinks to sites that provide a greater depth of information and additional definitions in relation to bullying within an educational context.

SECTION 9: RESOURCES

The following are links to resources that students, parents and staff alike can access to assist in furthering their understanding of this topic.

- Bullying. NO WAY! (Safe Australian Schools Together): <https://bullyingnoway.gov.au/>
- The National Safe Schools Framework (Australian Government, DET): <https://www.education.gov.au/national-safe-schools-framework-0>
- Covert Bullying: A review of national and international research): https://docs.education.gov.au/system/files/doc/other/australian_covert_bullying_prevalence_study_chapter_2.pdf
- Bullying Research Project (Australian Government, DET): <https://www.education.gov.au/bullying-research-projects>
- The relevance and effectiveness of Anti-bullying strategies employed in Australian Schools (University of South Australia): <http://www.unisa.edu.au/Global/EASS/EDS/184856%20Anti-bullying%20Report-FINAL-3large.pdf>
- Definitions associated with safe schools - Bullying. NO WAY! (Safe Australian Schools Together): <https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying/Pages/Glossary.aspx>
- The following is a tip sheet adapted from Bully Bust to help promote upstander behaviours: file:///C:/Users/pmoscos/AppData/Local/Microsoft/Windows/INetCache/IE/I2FL8IC6/10WaystoBeanUpstander_copy.pdf
- This document is also adapted from Bully Bust which outlines how to empower bystanders to become upstanders: file:///C:/Users/pmoscos/AppData/Local/Microsoft/Windows/INetCache/IE/FAXN556Y/EmpoweringBystanders_copy.pdf
- You're an Upstander!, The Bully Project: http://www.thebullyproject.com/be_an_upstander
- 10 ways to be an Upstander: https://d3n8a8pro7vhmx.cloudfront.net/themes/51172dcc1ad07a63d6000002/attachments/original/1361485107/10WaystoBeanUpstander_copy.pdf?1361485107

Section 10: References

- Australian Education Authorities (2017). Bullying No Way! Definitions of Bullying. Retrieved from:
<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying/Pages/Glossary.aspx>
- Department of Communities, Child Safety and Disability Services (2012). About Child Abuse. Retrieved from:
<https://www.qld.gov.au/community/getting-support-health-social-issue/about-child-abuse/>
- National School Climate Center (NSCC). (2010). Retrieved from BullyBust: Promoting a community of upstanders: <http://www.bullybust.org/>
- Rigby, K. and Johnson, K. (2016). The Prevalence and Effectiveness of Anti-Bullying Strategies Employed in Australian Schools. University of South Australia: School of Education.

APPENDIX A

Office of the Children's eSafety Commissioner

The Office of the Children's eSafety Commissioner – www.esafety.gov.au leads online safety education for the Australian Government and protects Australian children when they experience cyberbullying by administering a complaints scheme. The Office also deals with complaints about prohibited online content.

Safe Schools Hub

The Safe Schools Hub – www.safeschoolshub.edu.au is a one-stop shop for information and resources underpinned by the National Safe Schools Framework. The Hub assists school communities to nurture student responsibility and resilience, build a positive school culture, foster respectful relationships and support students who are impacted by anti-social behaviour, including bullying and cyberbullying.

Bullying No Way!

Bullying No Way! – www.bullyingnoway.gov.au is an educational website for Australian school communities and the general public. As well as providing information for individuals, the website provides online curriculum and other resources to support the bullying prevention work of schools.

Cybersmart Program

The Australian Communications and Media Authority's Cybersmart Program – www.cybersmart.gov.au is a national Cybersafety and Cybersecurity education program designed to encourage participation in the digital economy by providing information and education which empowers children to be safe online.

The Cybersafety Help Button

The Cybersafety Help Button – www.dbcde.gov.au/helpbutton is a FREE downloadable resource providing a one-stop-shop for Cybersafety information. The Help Button is easy to install and use, and can be downloaded onto computers and mobile devices.

The Easy Guide to Socialising Online

The Easy Guide to Socialising Online – www.dbcde.gov.au/easyguide provides information about the cybersafety features of different social networking sites, search engines and online games. It provides clear, step-by-step instructions on how to adjust privacy settings as well as site specific advice on how to report cyberbullying, abuse and inappropriate content. Cybersafety Help-Australian Government Facebook page The Australian Government's Cybersafety Help Facebook Page – www.facebook.com/cybersafetyhelp provides a gateway to online resources and discussion about cybersafety issues. Through the page, visitors can be kept up to date on current cybersafety news and find links to educational resources.

For younger children parents might consider the use of filters, labels and safe zones so they can restrict the sites their child can access or the materials they can receive (see the CyberSmart site at <http://www.cybersmart.gov.au/> for advice about filters and other ways to restrict access to dangerous materials).

*This policy was ratified by the St Laurence's College Leadership Team and School Board on
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