BEHAVIOUR SUPPORT POLICY

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June 2021	Leadership	June 2022
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BEHAVIOUR SUPPORT POLICY

Valley View Secondary School's policy aligns with the department for education behaviour support policy.

Valley view secondary school's behaviour support policy guides:

- The behaviour we expect of children and young people
- How staff, parents and carers will support positive behaviour
- The safe inclusion of children and young people.

About behaviours

Children and young people's behaviours fall along a continuum. This means behaviour can range from safe to unsafe.

Range of behaviours

- Positive, inclusive and respectful behaviours.
- Developmentally appropriate boundary testing. This behaviour can interrupt learning but can be redirected.
- Behaviours that cause concern due to their severity, frequency and duration. This behaviour significantly interrupts learning and needs consistent guidance and support.
- Complex and unsafe behaviour, which can place children, their peers and others in danger.

All along the continuum, the policy and practice approach is proactive, consistent, and responsive and tailored to the child or young person's needs.

How we implement the department's policy

We will support the safe inclusion of children and young people in learning with these actions.

Promote

We will promote, model and support productive and positive behaviour.

Our actions

- Promote a school wide positive behaviour approach. We will work on this with our governing council, staff, children and young people, parents and carers
- Display behavioural expectations. Share these with children, young people, parents and carers in the newsletter and on the website
- Promote a positive school culture through our school values of communication, attitude, resilience and responsibility.

Teach

We will explicitly teach positive behaviour and expectations about behaviour.

Our actions

- Create predictable structures and routines in the learning environment. This guides children and young people's in how to positively participate in learning
- Teach children and young people self-awareness, self-management, social awareness and social management

Intervene

We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.

Our actions

- Staff use proactive strategies to co-regulate children and young people to prevent behaviours of concern.

Work with others

We will work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviour. We will draw on these people to support positive behaviour change.

Our actions

- Value children and young people's perspectives. Seek their ideas when developing behaviour supports.
- Engage children, young people and families to understand possible reasons for behaviour.
- Use case management approaches to coordinate, assess, plan, monitor and review behaviour interventions.

Respond

We will respond to behaviour visibly and fairly. Responses will help grow confidence and trust.

Our actions

- Tell those who raise behaviour concerns about the process to respond to the concern. Do this without disclosing personal information of the parties involved.
- Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.
- Document planned behaviour support responses in student development plans, behaviour support plans, safety and risk management plans, and safety and support plans.

Repair and restore relationships

We will repair and restore relationships harmed by behaviours of concern.

Our actions

- Children and young people who have acted inappropriately recognise the impact of their actions. They have the chance to apologise and express remorse. They have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.

Create safety and wellbeing

We will create safety and wellbeing for people involved in behaviour incidents.

Our actions

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.

- Refer children, young people, staff and others who have been harmed by unsafe behaviours to counselling or other support.
- Engage department supports when responding to serious incidents. For example the social work incident support service. Responses might include telling parents and carers of those involved in or effected by the behaviour.

Behaviours of concern

Behaviours of concern:

- Are challenging, complex or unsafe behaviours
- Are more serious, happen more often or last a long time
- Significantly interrupt learning for the child or others
- Could put the child or others in danger
- Need consistent guidance and support.

Behaviours that disrupt learning or safety will always receive a response that considers:

- The needs of the child or young person with behaviours of concern
- Other people's rights to learning and safety.

How we respond to behaviours of concern

At valley view secondary school we use specific responses to behaviours of concern.

Educator responses

- Provide quality differentiated teaching practice. This is a way to meet each child and young person's learning styles and needs. For example, the teacher plans ahead to clearly teach values and safe and inclusive behaviours.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Interrupt behaviours of concern. Name and describe behaviours to help students understand what they are doing that is problematic. Redirect students to the preferred behaviour. Support students to develop and practice the skills required to maintain the preferred behaviour.
- Follow the vvss behaviour management process to set consequences for non-compliance with school behaviour expectations
- Leader responses
- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impact relationships at valley view secondary school.
- Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.
- Report criminal offences to the police.
- Provide leadership and / or external assistance to facilitate restorative processes (including reconnection meetings) where staff and children or young people directly involved require impartial assistance to resolve the issues.

Department level responses

- Negotiate other learning options away from school to make sure the school community is safe. This is after we consider other options to reduce danger.

- Support staff and local leadership in how they respond to a child or young person.

Natural justice and procedural fairness

At valley view secondary school, decisions that are made to determine if a suspension, exclusion or expulsion is warranted, is based on natural justice and procedural fairness processes. Staff that are directly involved in this decision-making process have been trained to ensure the three common law rules in relation to natural justice and procedural fairness are upheld. These are:

1. Hearing rule
2. Bias rule
3. Evidence rule

Hearing rule:

This rule requires that a person must be allowed an adequate opportunity to present their case where certain interests and rights may be adversely affected by a decision-maker.

When conducting an investigation in relation to a complaint it is important that the person being complained against is advised of the allegations in as much detail as possible and given the opportunity to reply to the allegations.

Bias rule:

This second rule states that no one ought to be judge in his/her or own case. It is required that the deciding authority must be unbiased when reaching a decision.

Additionally, investigators and decision-makers must act without bias in all procedures connected with the making of a decision. A decision-maker must be impartial and must make a decision based on a balanced and considered assessment of the information and evidence before him or her without favouring one party over another.

Even where no actual bias exists, investigators and decision-makers should be careful to avoid the appearance of bias.

Investigators should ensure that there is no conflict of interest which would make it inappropriate for them to conduct the investigation.

Evidence rule:

The third rule is that an administrative decision must be based upon logical proof or material evidence.

Investigators and decision makers should not base their decisions on mere speculation or suspicion.

Rather, an investigator or decision maker should be able to clearly point to the evidence on which the inference or determination is based.

Responsibilities

Children and young people

- Treat others with kindness, respect and inclusiveness.
- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from adults to intervene when they see behaviours of concern in person or online.

- Report behaviours of concern through the student incident report form (sirf)
- Support their peers to seek help from trusted adults.
- Support their peers to behave in safe, respectful and inclusive ways.

Parent and carer

- Report any child or young person's concerning or unsafe behaviour through the online student incident report form (sirf) or by contacting the school to speak with a member of staff
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on our website or in our front office.
- Show and encourage safe, respectful and inclusive relationships with: their own children; other children and young people; other parents and carers and staff.
- Seek support from our staff to create consistent responses to behaviours of concern. This includes at home and at our site.
- Know about our behaviour support policy and procedure. Know how to identify and report behaviours that are concerning or unsafe.
- Make sure their children keep coming to our site while a behaviour issue is being resolved. This is in a child or young person's best interest. If you feel that your children coming to our site is not in their best interest, talk to us.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can still come on-site if they have the leader's written approval.
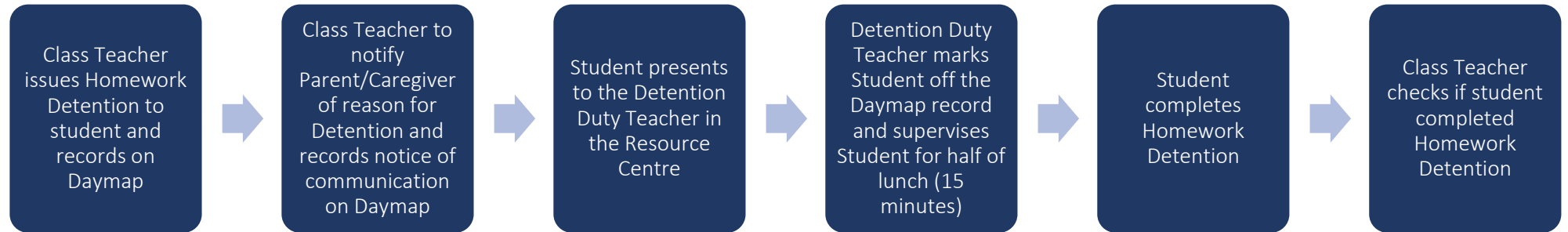
BEHAVIOUR MANAGEMENT PROCESS

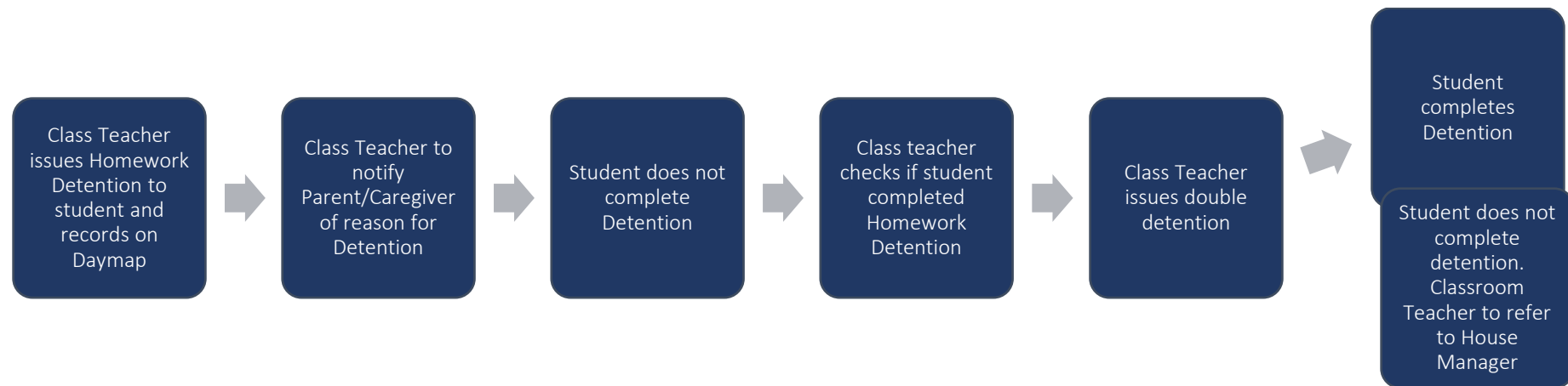|	Examples of Behaviours	Management strategies
Non-completion of Work	• Students not meeting work and homework deadlines • Student did not complete task required in class • Student did not participate in collaborative learning task • Late to class • Truanting lesson or part of lesson (eg. not returning from toilet break in a reasonable time)	• Keep student in after class • Set homework detention (must contact parent and document on Daymap) REFER TO APPLYING HOMEWORK DETENTION FLOW CHART
Low Level Behaviours	• Talking/persistent talking • Inconsistent attention to learning • Students not following explicitly set, classroom specific guidelines (e.g. use of lab/gym equipment etc.) • General swearing • Packing up early • Distracting other students from their learning	• Give clear warnings • Communicate instructions calmly – "Are you ready to learn?" • Set and reinforce classroom specific expectations • Send student out of the classroom for a few minutes, in sight, and have a quiet conversation with them regarding behaviour • Seating relocation • Give a community service (must contact parent and document on Daymap) • Implement mobile device policy- confiscate phone and use the envelope system REFER TO APPLYING COMMUNITY SERVICE FLOW CHART
Medium/ High Level Behaviours	• Students persistently refuses to follow reasonable instructions despite warnings / clear instructions • Refusal to move • Refusal to engage in learning • Uses offensive language which is directed at a teacher / fellow student	• Student goes to Buddy class with Buddy Slip • Class Teacher calls parent/caregiver, discusses concerns and organises Community Service or Homework Detention • Documents on DayMap • Teacher engages in restorative process with student before return to class REFER TO BUDDY SYSTEM PROCESS
High Level Behaviours	• Student is consistently non-compliant or has escalated behaviour requiring immediate intervention • Refuses to follow buddy system • Student is violent towards another person or threatens violence • Destruction of property • Teacher feels intimidated or under threat • Student uses offensive language which is directed at the teacher or another student	• Teacher calls 270 or Front Office for House Manager or Executive Leadership support • Teacher sends another student to front office for House manager or Executive Leadership support • Teacher documents events on Daymap and refers to House Manager for suspension process

Use of Mobile Devices:

Refer to *VVSS Mobile Device Policy* 'consequences for inappropriate use of mobile devices'

APPLYING HOMEWORK DETENTION FLOW CHART

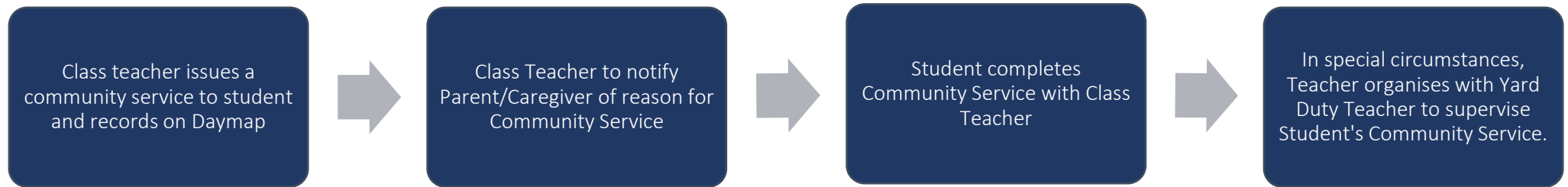Class Teacher issues Homework Detention to student and records on Daymap → Class Teacher to notify Parent/Caregiver of reason for Detention and records notice of communication on Daymap → Student presents to the Detention Duty Teacher in the Resource Centre → Detention Duty Teacher marks Student off the Daymap record and supervises Student for half of lunch (15 minutes) → Student completes Homework Detention → Class Teacher checks if student completed Homework Detention

Class Teacher issues Homework Detention to student and records on Daymap → Class Teacher to notify Parent/Caregiver of reason for Detention → Student does not complete Detention → Class teacher checks if student completed Homework Detention → Class Teacher issues double detention → Student completes Detention

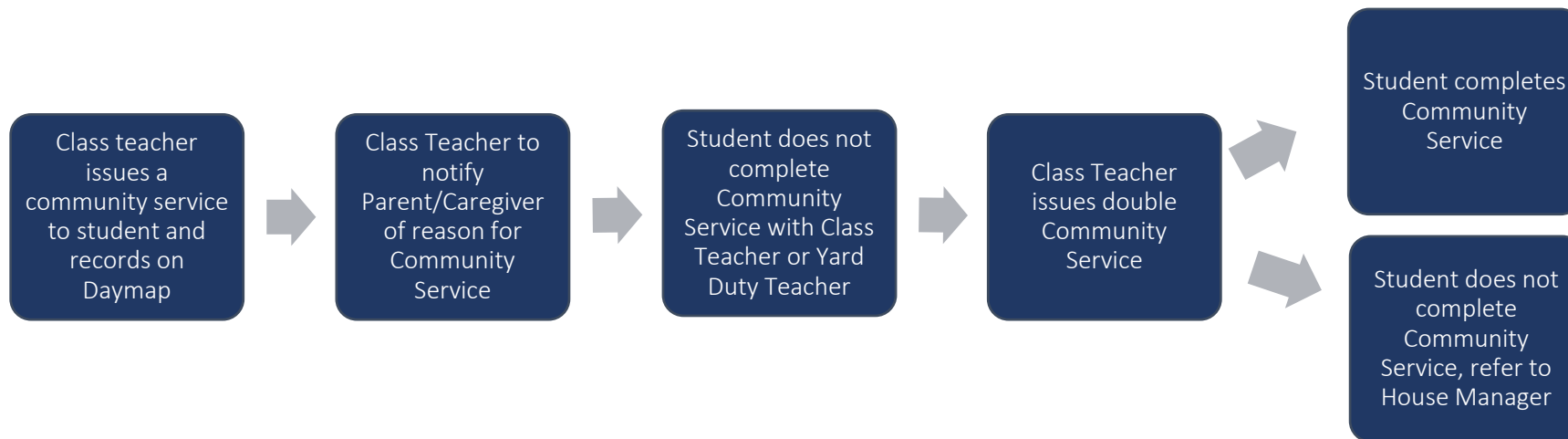Student does not complete detention. Classroom Teacher to refer to House Manager

DAYMAP RECORD: Open student details → select 'records' → select 'new' → select 'detention' → complete sections → select 'save'

APPLYING COMMUNITY SERVICE FLOW CHART

Class teacher issues a community service to student and records on Daymap → Class Teacher to notify Parent/Caregiver of reason for Community Service → Student completes Community Service with Class Teacher → In special circumstances, Teacher organises with Yard Duty Teacher to supervise Student's Community Service.

Class teacher issues a community service to student and records on Daymap → Class Teacher to notify Parent/Caregiver of reason for Community Service → Student does not complete Community Service with Class Teacher or Yard Duty Teacher → Class Teacher issues double Community Service →

- Student completes Community Service
- Student does not complete Community Service, refer to House Manager

DAYMAP RECORD: Open student details → select 'records' → select 'new' → select 'behaviour record' → complete sections → select 'save'

TRUANCY MANGEMENT PROCESS

STUDENT TRUANTS LESSON OR PART OF LESSON

- Class teacher responsible for issuing consequence

- Notify parent and House Manager

FREQUENT TRUANTING OF LESSONS

- House Manager to monitor notifications of students truanting

- House Manager to conduct Suspension process

STUDENT TRUANTS A WHOLE DAY

- House Manager to conduct Suspension process

BUDDY SYSTEM PROCEDURE

The 'buddy' system

The buddy system is a consistent behavior management strategy that empowers teachers to manage serious and/or repetitive low-level behaviours in the classroom as recorded on the student wellbeing & behaviour class record sheet. The buddy system is to be used as a 'last resort' and should only be used when all other avenues / techniques have been exhausted. Trust your professional judgment.

Please refer to the document "policy: vvss bm process" which details specific behaviours that warrant the use of the buddy system. All teachers must familiarize themselves with this process. Do not use the buddy system when a student is late or truants (refer policy: managing attendance and observe the managing truancy flow chart)

The process will work when class teachers, buddy teachers and leaders follow a consistent non-negotiable process.

Organisation:

Step 1. Identify two teachers that are teaching on the same line as you (but different year level). If you teach 5 lines, then ensure you have identified at least 5 buddy teachers (they can be the same)

Step 2. Ensure that you have access to buddy slips

Nb: students cannot be sent to a buddy class without a buddy slip

Execution:

Step 1. Class teacher issues the "buddy slip" for medium/high level behaviours (see attached) - all sections must be completed

Step 2. Buddy teacher completes the "buddy slip" and returns to the class teacher's pigeon hole. The buddy teacher also ensures the "reflection" component is also completed

Step 3. Class teacher

- rings parent/caregiver, discusses concerns and documents behaviour on daymap including when parent was contacted and nature of conversation
- community service or homework club must be issued and documented on daymap: view details ▯ records ▯ new ▯ behaviour record ▯ fill in fields ▯ select "community service" ▯ select "parents notified"
- class teacher must engage in a restorative process with the student (by responding to the reflection component on the buddy slip

Leadership intervention:

1. A student who refuses to go to a buddy class will automatically be internally suspended for 1 day
2. A student who 'self-exits' will also be internally suspended for 1 day
3. A student who fails to turn up to buddy class will be internally suspended for 1 day
4. A student who will not enter class, runs off etc will incur suspension for 1 day. In this case the class teacher or buddy teacher must send an "awol email" and hl/exec will follow up

Buddy system - trt version

The buddy system is a consistent behavior management strategy that empowers teachers to manage serious and/or repetitive low-level behaviours in the classroom as recorded on the student wellbeing & behaviour class record sheet. The buddy system is to be used as a 'last resort' and should only be used when all other avenues / techniques have been exhausted. Trust your professional judgment.

Please refer to the document "policy: vvss bm process" which details specific behaviours that warrant the use of the buddy system. All teachers must familiarize themselves with this process. Do not use the buddy system when a student is late or truants.

The process will work when class teachers, buddy teachers and leaders follow a consistent non-negotiable process.

Organisation:

Ensure that you have access to buddy slips - students cannot be sent to a buddy class without a buddy slip

Execution:

Step 1. Trt issues the "buddy slip" for medium/high level ehaviours (see attached) - all sections must be completed

Trt's please note: – send a student to an adjacent classroom with a note to see if teacher will take the student you are exiting and ascertain the name of the class teacher you are sending the student to.

Step 2. Buddy teacher completes the "buddy slip" and returns to the class teacher's pigeon hole. The buddy teacher also ensures the "reflection" component is also completed

Step 3. Trt

- rings parent/caregiver, discusses concerns and documents behaviour on daymap including when parent was contacted and nature of conversation
- community service or homework club must be issued and documented on daymap: view details ⬚ records ⬚ new ⬚ behaviour record ⬚ fill in fields ⬚ select "community service" ⬚ select "parents notified"
- trt emails class teacher who will follow-up on the community service if you are unable to do so on the same day or following day.

For urgent leadership intervention:

If the student is non-compliant and will not remove themselves to buddy class or is acting unsafely, either:

- use your mobile and call front office on 83606111 or
- call extension number 270 from internal phone or
- send a student to the front office for help

BUDDY SLIP

Student name	Year & Class	Teacher

Time exited	Time arrived

Brief reason for exit

Work to be completed

STUDENT TO COMPLETE

Using our Values

- COMMUNICATION
- ATTITUDE
- RESILIENCE
- RESPONSIBILITY

Write at least 200 words by reflecting on the some or all of the following questions:

- What happened?
- What impact has this incident had on others?
- What impact has this incident had on you?
- What did you learn?
- How can you make things right?
- Who can support you?

BULLYING & HARASSMENT POLICY

Purpose

At valley view secondary school, everyone has the right to feel safe, included and supported.

We strive to provide a positive and professional learning environment free from bullying, harassment and violence.

Bullying including cyber bullying, harassment and violence, is not acceptable in our school community and will be dealt with seriously and expediently. This includes incidents that may occur outside of school hours.

At valley view secondary school, we work with the school community and other services and agencies to support our students in being responsible and productive members of the community.

The implementation of this policy supports the aims of the Australian student wellbeing framework, which includes "building safe school communities where diversity is valued, the risk from all types of harm is minimised and all members of the community feel respected and empowered."

Valley view secondary students have pledged to:

- treat others with respect and kindness
- report bullying and 'be a better ally'
- encourage others, rather than put them down
- think before they comment on, post or forward messages
- embrace difference

Definitions

Bullying

The national definition of bullying for Australian schools states that:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Cyber-bullying/social media

Cyber-bullying/social media is bullying which uses e-technology as a means of victimising others. It is the use of an internet service or mobile technologies—such as e-mail, chat room discussion groups, instant messaging, web pages or sms (text messaging)—with the intention of harming another person. Examples include:

- sending insulting and/or intimidating text or online messages

- publishing someone's private information
- creating hate sites and intentionally humiliating others
- implementing social exclusion campaigns in social networking sites
- unwanted or sharing sexually explicit content (images, language, etc.)
- nasty online gossip and rumors

Harassment

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin (racism), physical characteristics, gender, gender identity, sexual orientation, and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

Sexual harassment

Sexual harassment is unwelcome sexual conduct which makes a person (male or female, of the same or opposite gender, same-sex attracted, bisexual or transgender) feel offended, humiliated and/or intimidated, where that reaction to the conduct is reasonable in the circumstances. Sexual harassment can be a single incident, repeated or continuous, direct or indirect, and take various forms.

Homophobia

Homophobic language is any language that uses sexual orientation or sexual identity as a put down. This includes calling someone a faggot, homo, dyke, etc or calling a person, object or situation "gay": to mean something negative. Homophobic language is harassment as it creates a hostile environment and reduces a sense of safety for students who hear this language even if it is not directed at them.

Strategies for dealing with harassment / bullying

There are many ways of dealing with harassment and bullying and each way is different for every individual and/or situation. Some examples are:

- ignore it and walk away
- tell the person who is bullying you to stop. Use a strong and confident voice (assertive) – stay positive
- try to act unimpressed or unaffected
- if you feel safe, talk with the person who is bullying you to sort out the problem
- if you feel scared, ask a friend to assist
- do not try and get back at them, you can get into trouble too
- tell a trusted adult as soon as possible and complete a student incident report form (sirf) *see attached

If it is happening online or your phone:

- do not respond to the messages
- save/screen shot any online messages, images and posts and show a trusted adult
- block the person on the mobile device or social network
- report to the relevant social media platform i.e. Facebook, snapchat etc
- make a cyber-report using the esafety commissioner website: https://www.esafety.gov.au

**if the harassment/bullying continues, follow the flow chart on the back page.

Signs of a student being harassed or bullied

Students who are being harassed or bullied may not talk about it with their teachers, friends or parents/caregivers for fear of making things worse. Therefore, teachers and parents have an important part to play in helping the school and student deal with bullying. A change in behaviour in students may be a signal that they are being harassed, bullied or have some other concern.

Signs include:

- unexplained cuts, bruises or scratches
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating
- difficulty sleeping or frequent nightmares and anxiety
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- feelings of helplessness or decreased self-esteem
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide
- 'hiding' information on mobile phones, emails or in comments on their social networking pages

Signs of a student harassing/ bullying others:

- get into physical or verbal fights
- have friends who bully others
- are increasingly aggressive
- get sent to the principal's office or to detention frequently
- have unexplained extra money or new belongings
- blame others for their problems
- don't accept responsibility for their actions
- are competitive and worry about their reputation or popularity

Responsibilities

Principals and leadership will decrease the likelihood of bullying and harassment by:

- developing, implementing and regularly reviewing the school's bullying and harassment policy
- including the voice of staff, parents and students in the school's bullying and harassment policy
- providing governing council updates in relation to school bullying data and trends and any anti-bullying programs/initiatives in place
- ensuring that new staff and new students and their families are aware of the school community's bullying and harassment policy and the decision-making procedures open to them if they wish to influence school practice
- managing incidents of school bullying in a way that is consistent with the department for education school discipline policy
- by providing in-service training and development to all staff in effective strategies in managing 'bullying in schools' managing a 'whole school change' approach to ensure the keeping safe child protection curriculum is implemented across all year levels

- ensuring that parents have access to the school's bullying and harassment policy and that they are aware of their rights to advocacy and avenues open to them should they need support relating to an incident of bullying

School staff members will decrease the likelihood of bullying and harassment by:

- developing and fostering positive relationships with students and families
- communicating and interacting effectively with students and engaging in cooperative problem-solving relationships to address issues of bullying
- participating in developing, implementing and reviewing the school's bullying and harassment policy, curriculum and in-service offerings and the procedures for managing incidents of bullying
- critically reflect on practices and developing the knowledge and skills needed to manage incidents of bullying successfully
- participating in professional learning related to decreasing bullying in schools
- supporting students to be effective bystanders

Parents and caregivers will support the school in maintaining a safe and supportive environment by:

- keeping informed of concerns about behaviour, their children's health issues or other matters of relevance
- communicating in a respectful manner with the school staff about issues of concern soon after these concerns arise
- following up on these concerns and, if necessary, contacting regional office if the concerns are not resolved following intervention by the principal students will support the school in maintaining a safe and supportive environment if they:
- are respectful towards other students, staff and members of the school community
- participate in sessions regarding the school's bullying and harassment policy, keeping safe child protection curriculum, being an effective bystander, and other sessions regarding behavioural expectations
- communicate to an appropriate adult if bullied or harassed or if they are aware that someone else is being bullied or harassed
- learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence
- use school's reporting mechanisms including completion of a student incident report form

Guide for parents – what to do if my child is being harassed/bullied?

You need to consider what you know about your child and the details of the situation to make the best decision for your child.

Let your child know that you will take the harassment/bullying seriously and that you can help them to report it to the school.

- stay calm and positive
- talk with your child
- do not advise your child to fight with the other child
- report the harassment/bullying to the school
- seek help for your child to develop his/her social skills

The strategies mentioned above for dealing with harassment/bullying also applies to dealing with cyberbullying. You can teach your child how to be safe on line, as well as supervising and restricting access to technology.

Useful websites for students and parents

www.kidshelpline.com.au

www.bullyingnoway.gov.au

www.reachout.com

www.esafety.gov.au

CYBER SAFETY POLICY

'keeping children safe in a connected world'

Purpose

At valley view secondary school, everyone has the right to feel safe, included and supported. We strive to provide a positive and professional learning environment free from bullying, harassment and violence both in a physical and online environment.

Digital learning technologies are now very much a part of life and learning and provide an avenue for engaging and empowering our learners. However, we also need to ensure such opportunities do not place the young people in our school at risk.

At valley view secondary school we aim to ensure that pedagogy, infrastructure and hardware are capable of sustained success for our learners and our overall goal is to create and maintain a cyber-safety culture that is in keeping with our core values and with legislative and professional obligations.

All staff, families and students have a collective responsibility for keeping safe online.

Our weekly wellbeing for learning and development program actively engages all our community in adopting the schools core values, directly linked to the child protection curriculum and our house representative's ethos. Raymond's rights and responsibilities unit sees students covering the topics of bullying, rights in relationships and student's rights online, and more specifically 'online abuse', 'abuse using mobile phones', 'sexting' and 'cyber safety and the law'.

At valley view secondary school, all classes regularly discuss online issues when they arise as well as sharing online resources to help keep our students safe.

Responsibilities

In matters relating to cyber-safety, valley view secondary school will;

- ensure user agreements are in place and signed for all students (ict acceptable user policy)
- ensure students use the internet in a safe and considerate manner
- provide relevant education for the students and the wider school community regarding cyber safety
- make sure that students and staff are aware of the importance of ict security and safety, and how to react properly and deal with ict security incidents and weaknesses
- address any forms of cyber bullying or misuse and issue appropriate consequences
- providing information about cyber safety on the school's website

- provide support for parents and students experiencing cyber safety issues
- implementation of policies which address staff and student well-being
- report to sapol and the esafety commission if cyber behaviour is suspected to be an e-crime
- make a mandatory notification if they suspect child abuse and neglect as required by law.

Valley view secondary school community will;

- respect the rights and safety of others in their use of technology
- follow directions and procedures from staff regarding cyber safety
- conduct themselves in a manner reflecting the values of the school
- refrain from any misuse, especially that which gives rise to allegations of bullying, harm to others or attacks on reputation
- refrain from uploading any content related to the school onto the internet including but not limited to: posting images of the school logo, teachers, uniforms or buildings
- refrain from any usage that would bring the school into disrepute, including usage for personal financial gain
- follow the copyright and licensing laws with respect to software, information and other material retrieved from or published on the internet
- refrain from accessing files, information systems, communications, devices or resources without permission
- avoid using non-approved file sharing technologies, non-educational related audio or visual and downloading or sharing non-educational material.

Valley view secondary school families will;

- work in partnership with the school when the school is addressing misuse or cyber-bullying
- supervise and manage the students use of technology out of hours and at home
- respond to misuse occurring at home, assisted by support from the school as appropriate.

Breaches of this policy

Serious school- imposed disciplines will result from breaches of this policy.

There may also be penalties imposed by law should a criminal offence be committed by misuse or cyber-bullying.
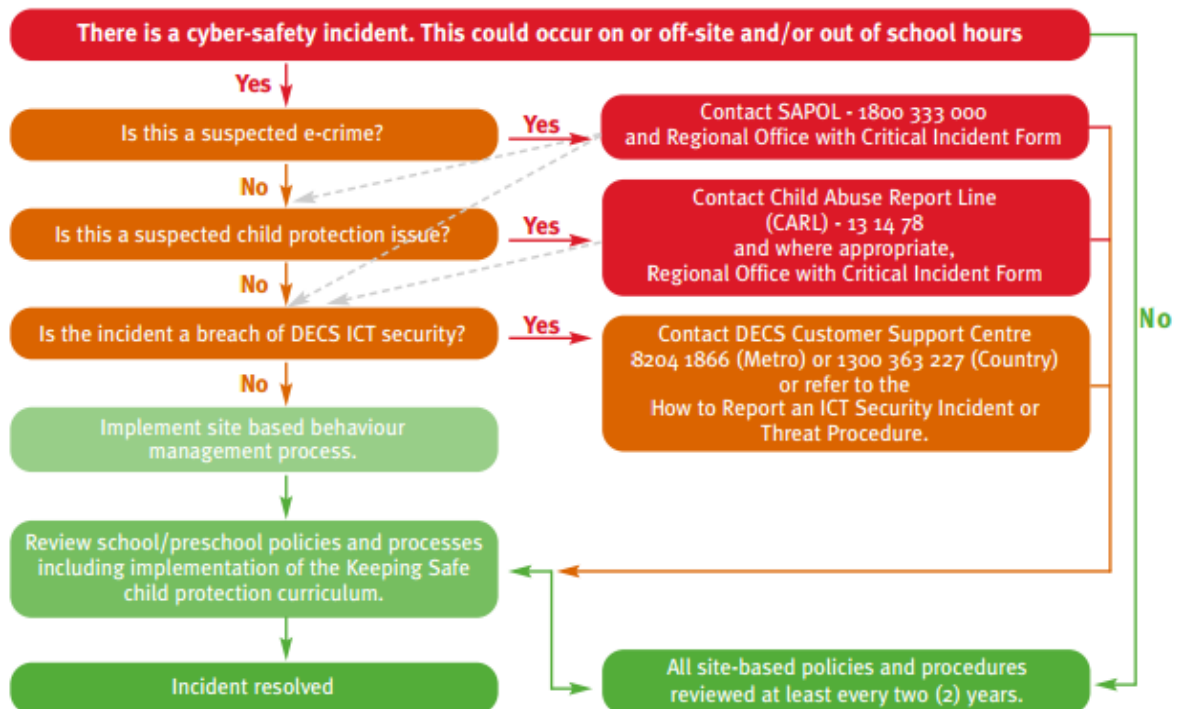
Student consequences may include:

- investigation
- suspension
- reporting to state authorities
- exclusion

Breaches by staff may include:

- investigation by line manager
- formal disciplinary action if warranted

CYBER SAFETY INCIDENT PROCEDURE

This flow chart, taken from the department of educations 'cyber-safety: keeping children safe in a connected world' is a way to report cyber incidents to the police.

Helpful links and resources

Https://crimestoppers.com.au/campaign/esafety/

Https://www.esafety.gov.au/

Https://www.lifeeducation.org.au/parents/cybersafety-for-parents-vodcasts

Https://kidshelpline.com.au/teens/issues/bullying

Https://healthyfamilies.beyondblue.org.au/age-13/raising-resilient-young-people/bullying-and-cyberbullying

Facebook privacy and safety help: https://www.facebook.com/help/325807937506242

Instagram privacy and safety help: https://help.instagram.com/

Twitter privacy and safety help: https://support.twitter.com/articles/14016

Tik tok privacy and safety help: http://support.tiktok.com/article-categories/privacy-safety