

SPEAK UP!



CGGS Safe
Emily School



CANBERRA GIRLS
GRAMMAR SCHOOL

Be yourself.

CGGS.ACT.EDU.AU

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Acknowledgements:

Front Cover — A Trundle

Back Cover — C Pinter

Illustrations — J Sohn, S Gedge, K Henderson, C Date-Le Gall, Y Daluwatta

Committee — Lucy Piva, Georgia Evans, Scarlett Borham, Mishthi Ahuja, Javeria Aamer, Annie Lloyd, Tara Glover, Alice Maxwell, Izzy Shaw, Karina Lewis, Maria Dogorit, Yiping Yu, Katherine Flint and Zayaan Jadwat

Mrs Rachel Davidson, School Counsellor

Mrs Angela Whitaker, Head of Junior School

Mrs Jeanette Widmer, Director of Pastoral Care

Mr Eric Roussel, ESmart Coordinator

The Canberra Girls Grammar School Safe Emily School Handbook has been developed in line with the National Safe Schools Framework.

CANBERRA GIRLS GRAMMAR SCHOOL: SAFE EMILY SCHOOL POLICY

This policy is based upon the principle that all school community members have a right to feel safe at Canberra Girls Grammar School.



INTRODUCTION

Our Safe Emily School policy is part of a whole school approach which gives all members of our community common understandings about what we value in a safe & supportive environment. At Canberra Girls Grammar School this promotes positive relationships supporting a zero tolerance approach to bullying, harassment and violence.

A fundamental aim of our policy is concerned with how the abuse of power can lead to individuals being hurt, and what the School can do to minimize the likelihood of this happening. This policy seeks to:

- ensure that the dignity of all at CGGS is upheld and respected
- discourage any behaviour which may attack a person's rights, dignity, morale or capacity for study
- develop in students critical and effective thinking and problem solving skills
- develop in students an understanding that they must take responsibility for their own behaviour
- develop in students life skills related to healthy life styles
- develop an environment that nurtures and promotes student self-esteem and self-confidence.

The Safe Emily School Policy outlines that the abuse of power may involve individuals being harmed physically, verbally, socially, psychologically or sexually by bullying, harassment, violence or using social media sites.

DEFINITIONS

Bullying and/or Harassment are any type of deliberate behaviour, uninvited and unwelcome, that is considered unacceptable to the school community. It may offend, embarrass and /or scare. It may occur because of a person's race, age, disability, sexuality or religious beliefs. Some harassment is unlawful. All harassment is undesirable.

Being bullied or harassed implies that someone is subjected to behaviour that is hurtful, threatening or frightening.

In the younger years, it is important for teachers, carers and parents to recognise the difference between bullying behaviour and the normal rough and tumble of friendships in a playful context, which may occasionally result in a random act of impulsive aggression. They need to work together to help children learn appropriate social behaviours and to develop the resilience to cope with life situations.

Our School takes responsible steps to ensure that all School community members are safe and supported in a caring environment without fear of being bullied or harassed.

Incidents of bullying, harassment or violence are promptly and firmly dealt with according to the procedures in the Safe Emily School Policy.

Bullying and harassment can take a variety of forms such as:

Physical:

- hitting
- tripping
- pushing
- fighting
- throwing objects
- stealing
- damaging possessions
- standing over or invading someone's personal space

Verbal:

- name calling
- put downs
- spoken threats
- offensive language
- insults
- teasing
- hurtful gossip
- spreading rumours

Social:

- exclusion
- ignoring
- offending others through jokes or showing inappropriate material
- pressuring someone to do something against their will
- non-verbal acts, such as 'greasy' looks

Psychological:

- victimisation
- instilling fear
- extortion (forcing a student to hand over money, possessions, or food)
- forcing other students to do assignments, homework, etc
- threats of harm, action or consequences

Sexual:

- making sexual comments, jokes or repeated questions about an individual's body size, voice tone or that of a group
- repeated questions about a person's private life
- non-verbal acts, or body gestures of a sexual nature
- display of offensive pictures, posters or graffiti

Cyber:

- repeated inappropriate use of the internet, mobile phones and other technologies
- text messaging to intimidate, offend or harass another person
- spreading rumours via technology:
 - > Instagram
 - > WeChat
 - > Kik
 - > Snapchat



TOP TIPS TO PROTECT YOURSELF

WeChat



1. Never share personal information like phone numbers, email addresses or home address.
2. Privacy in WeChat works by groups of friends.
3. WeChat operates from China under Chinese law and has strong censorship provisions and interception protocols. WeChat contains the ability to access the text messages and contact books of its users and users' locations through the GPS feature.

Kik



4. Never share your username online.
5. Be aware of how to block, report and delete users on all your accounts and apps.
6. Make sure you check your privacy settings. Restrict your account so that only people you know and trust can communicate with you.

Snapchat



7. Never share your images or videos that you wouldn't be happy for the world to see. As soon as you post an image you've lost control.
8. Be aware of how to block, report and delete users on all your accounts and apps.
9. Restrict your account so only people you know and trust can contact you.

Instagram



10. Only accept friend requests from people you know and trust and learn to block offensive users.
11. Report fake profiles via <http://help.instagram.com/customer/portal/emails/new>
12. Never share nude photos/videos—or anything you wouldn't want other people seeing—even if you feel very close to the person asking for them.

Safe Emily Schools Committee Word Search

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | F | F | C | C | S | W | R | V | L | K | J | E | J | Z |
| C | L | S | A | F | E | S | C | H | O | O | L | S | E | C |
| D | O | Y | L | J | H | F | G | I | V | K | J | F | W | N |
| T | B | N | W | L | A | Y | N | C | O | G | R | R | O | M |
| E | E | A | F | M | I | S | H | O | K | I | E | I | S | J |
| C | T | A | I | I | T | P | B | T | E | M | T | E | U | L |
| I | I | L | C | A | D | E | L | N | L | A | V | N | P | G |
| V | Y | N | G | H | C | E | D | L | R | A | T | D | P | N |
| D | H | R | K | A | E | S | N | O | I | S | E | S | O | I |
| A | A | Y | F | Y | Y | R | B | C | E | H | J | H | R | Y |
| M | F | Q | A | T | N | A | X | I | E | S | C | I | T | L |
| L | K | C | E | W | L | T | C | E | T | O | R | P | V | L |
| D | Q | F | H | L | Y | T | I | N | U | M | M | O | C | U |
| S | A | D | O | A | N | H | A | R | M | O | N | Y | E | B |
| S | M | C | C | A | R | I | N | G | W | M | Y | K | Q | P |

ADVICE

BULLYING

CARING

CHILLPILL

COLLABORATION

COMMUNITY

CONFIDENCE

FACEBOOK

FAMILY

FRIENDS

FRIENDSHIP

HARMONY

HEALTHY

INSTAGRAM

PROTECT

SAFESCHOOLS

SAFETY

SUPPORT

TEACHER

GUIDELINES

Students

Students are encouraged to:

- Treat those around them with **respect** and **consideration**.
- Take some **positive action** to stop an incident of bullying or harassment they observe. Remember bullies continue if they get away with it. **Be aware** that by doing nothing when aware of bullying occurring is condoning it and allowing it to **continue**.
- **Tell someone** if they know of anybody who is being made miserable by bullying.
- **Report** the incident of bullying or harassment to anyone they can trust, e.g. senior student, Safe School Committee member, House tutor, Head of House, **class teacher**, Counsellor, Director of Pastoral Care, Head of Senior School, Director or Head of the Junior School as soon **as possible**.
- **Make it clear** to their peers that bullying or harassment is not acceptable.
- **Trust the School** to deal with the matter without anyone knowing who has reported it. Know the name of the person reporting bullying **will not** be disclosed.



SENIOR SCHOOL

Students being bullied or harassed are reminded that they can control what happens.

Ignore the bullying or harassment

If it stops, no more action is needed.

If it continues...

Without registering fear or being upset, tell the person guilty of bullying or harassment that their behaviour is unwanted and may be illegal.

If it stops, no more action is needed.

If it continues...

Refer the matter as appropriate to:

- Class teacher
- A Year tutor
- The School Counsellor
- The Head of House
- Safe Emily School Committee member
- Any other member of staff.

With the help of this person make a plan to deal with the problem.

Put the plan into action.

If the bullying or harassment stops, no more action is needed.

If it continues...

Report the matter as appropriate to the Head of House, Director of Pastoral Care, and the Head of Senior School. Inform them of the situation and of the action that has been taken.

Appropriate action to resolve the matter will be taken.
The incident will be recorded in the bullying register.

If necessary, the matter will be referred to outside authorities.

JUNIOR SCHOOL

Students are encouraged to tell a trusted person at school they are being bullied or harassed, or ask their parent to tell the:

- Class teacher
- School Counsellor
- Head or Director of the Junior School
- Any other member of staff.

The student or their spokesperson is asked to complete a written report form. He or she is reminded of strategies to help manage what happens.

If it stops, tell the person confided in and no more action is needed. **If it continues...**

Unless it is a particularly serious type of bullying, the Class Teacher or School Counsellor will help the student being bullied by using a No Blame Approach. This involves meeting with a small group of other students, including the bully or bullies and supporters. They will be given the responsibility of making a plan whereby they can help the bullied student to feel safe and happy at school.

The Teacher will record the plan.

The students will put the plan into action.

The Class Teacher or School Counsellor will meet with the No Blame support group members and bullied student separately, as many times as necessary.

For very serious offences or if the bully does not respond to the No Blame Approach and the bullying continues, the School Counsellor and the Director of the Junior School will meet with parents to inform them of the situation.

Appropriate action to resolve the matter will be taken.

Verbal bullying · physical bullying



STOP!
THINK!
DO!

Be Happy!



· anti-bullying!



It's not on!
It's not cool!
It's not funny
It's NO BULLYING!
AT C.G.G.S!

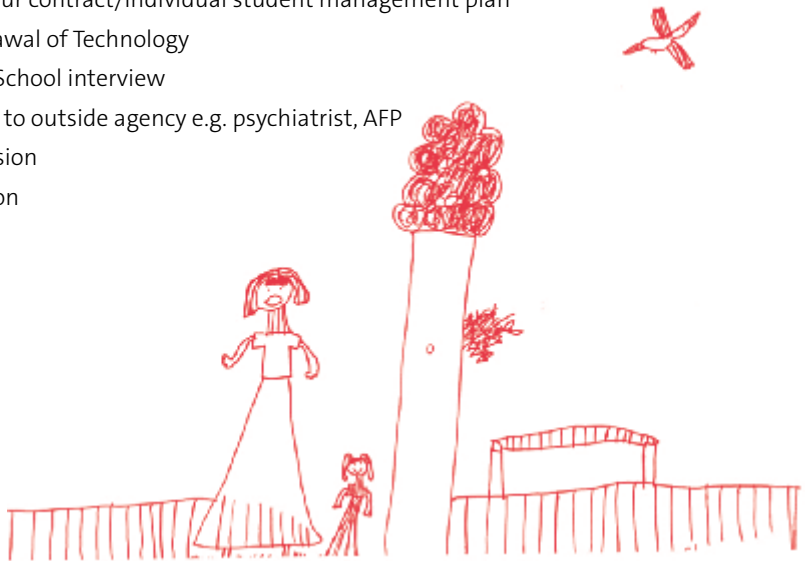
Bullying is not tolerated
Be Safe, Be Smart
Don't Bully!

NO BULLYING

CONSEQUENCES TO BULLYING, HARASSMENT AND VIOLENCE

All bullying, harassment and violence is treated seriously. Consequences will be determined by the nature and severity of the incident and the history of the bullying behaviour. At all times the School will take into account the individual nature of each student and select appropriate responses to best meet the student's needs. The following are a range of disciplinary responses which would be used as appropriate, according to the developmental stage of the students concerned.

- No Blame Approach
- Explanation/reminder of the rules
- Warning
- Time out
- Formal apology
- Denial of privileges with a way back e.g. playground restriction or suspension
- Counselling
- Peer mentoring
- Detention
- Mediation
- Behaviour contract/Individual student management plan
- Withdrawal of Technology
- Parent-School interview
- Referral to outside agency e.g. psychiatrist, AFP
- Suspension
- Expulsion



STAFF

It is the role of staff members to:

- Set a personal example by not engaging in any bullying behaviours.
- Pay specific attention to the social development of students. Notice how they are relating. Teach them about resilience and appropriate social behaviours.
- Make it clear you will not tolerate bullying. Don't allow any student to humiliate or criticise another student in the class. Address the issue with both the bully and the victim. Check if it is an ongoing pattern or recurring in other settings.
- ACT. If unsure of what to do, discuss with a colleague. This could be the Counsellor, Head of House or Director. Students consider we have been effective if **the bullying stops and the victim or other informant is not implicated**. As a general rule, never give the name of an informant. Rather, consider looking for opportunities for the reported behaviour to be observed by adults.
- Make the general issue of bullying a normal topic of conversation within tutor groups and classes. The more matter of fact you make such discussion, the more likely it is that students will not be embarrassed to raise any concern they have. Staff are encouraged to make use of the 'Safe Emily Schools Booklet' and other resources in their discussion. (See resource list at back of booklet).
- Be on the alert for any change in a student's behaviour, which may indicate he or she is being bullied. For example, the student who is upset, not participating, producing unusually poor work, isolated, or seems to have work spoilt or interfered with by others. Take notice of any student who often asks to go to the Sick Bay or Clinic, and take seriously any frequent absences or reports from parents that a student does not want to come to school.
- Inform relevant personnel in the school.
- Stop any incident of bullying or harassment as encountered and take immediate steps to remove the source of distress without putting the victim at further risk.

THE MOST IMPORTANT ACTION STAFF CAN TAKE IS TO MAKE EACH STUDENT FEEL VALUED.



PARENTS

If a parent believes that a student is being bullied or harassed, it is the role of parents to:

- Do all possible to give your children confidence and belief in themselves.
- Support the School and tell your child that bullying or harassment in any form is not acceptable.
- Encourage your child to talk to you if she/he believes she/he is being bullied or harassed at school and let her/him know you will be supportive.
- Listen carefully and sympathetically to your child and get all of the relevant facts.
- Provide your child with strategies for taking action, such as seeking assistance from a teacher, or the Head of House or Head of Boarding House; about behaving more assertively or encouraging her/him to ask for support from friends.
- Decide when to discuss the problem with the School. This will depend on the severity of the bullying or harassment and the wishes of your child.
- Support the Safe Emily School Policy by informing the relevant staff member at the ELC, Junior School or Senior School, trusting them to deal with the matter in a sensitive way.
- If the School informs you that your child has been bullying others and requests an interview, be prepared to work out a plan with the School to bring about a change in your child's behaviour.



SOCIAL MEDIA

The School recognises the importance for staff and students of participating in online applications such as social networking sites, wikis, blogs, micro blogs, video and audio sharing sites, and message boards that provide learning opportunities and allow people to easily publish, share, discuss and communicate ideas and information. It is important, however, to acknowledge the rather public and potentially permanent nature of these online interactions and that the indirect form and anonymity of online communication may sometimes lead to inappropriate acts of harassment and a range of cyber bullying. The following guidelines were developed to support staff and students using social media for educational, professional or personal use.

Sending or posting information that could damage the School's image or reputation is prohibited and any breach of this will result in appropriate consequences.

As representatives of the School, students should:

- Consider what they say before they say it – it may be on the web for a long time and could reach a very large audience.
- Be polite, be respectful and use appropriate language.
- Take full responsibility for the effect that their actions and words may have on others.
- Use extreme care when posting information online that identifies themselves as students of the School; mindful not to post any information that reflects adversely on the School or any members of the School community.
- Not post information about themselves or another member of the School community that is private or personal – this includes passwords, phone numbers and addresses.
- Not upload any images or films of themselves or other students in uniform on public websites unless written permission has been received from the Head of Senior School.
- Not upload any images or films of themselves or another member of the School community where they are partaking in illegal activities such as underage drinking.
- Not forward information, pictures, films or web links that contains inappropriate or hurtful material about members of the School community.
- Be mindful of the type of fan-pages, groups and networks they sign up to. You should not sign up to gossip/fan pages that are hateful, racist, obscene and hurtful or that contain material that is inappropriate.
- Be aware of the legal, social and civic implications of their online behaviour.

PROTECTING YOUR REPUTATION ONLINE

If you are using social media sites such as Facebook or Twitter, there are some simple steps you can take to manage your reputation and protect your identity. Even if you are not using these sites, it is important to manage your digital footprint and identify any false or misleading information about you online.

Here are the top 10 tips for protecting your reputation online:

TIP 1: Make sure your profile is set to private

To manage privacy on social media such as Facebook, Twitter or Instagram, you have the option of making your profile either private or publicly accessible. You can check this through the Settings option on your profile and/or accounts.

TIP 2: Only accept friend requests from people you know and trust and learn to block offensive users

People aren't always who they say they are. Before you accept a friend request from someone, ensure that you know who they are offline and that you trust them to protect the personal information you share on your profile. Just because you share a mutual friend, doesn't mean you actually know the person.

If people harass or threaten you online, you can block them from communicating with you.

TIP 3: Regularly search for yourself online

Regularly search for your name, email, addresses and any usernames you operate in online search engines such as Google, Bing, Yahoo, Facebook or Twitter.

These searches will allow you to identify fake profiles and/or accounts, as well as gain a better understanding of what your digital footprint looks like.

TIP 4: Report fake profiles

Fake accounts or accounts impersonating others on Facebook, Twitter and Instagram can be reported. Forms can be found on these social media sites which you can complete to report these incidences.

TIP 5: Do not join offensive online groups or 'like' offensive online content

Depending on your privacy settings, the groups which you belong to on Facebook can be publicly available information. Your name is then linked with the objectionable content shared on those Facebook groups, which you have no control over.

TIP 6: Do not post inappropriate content online

Think before you post any content online as it is impossible to permanently delete digital content once it has been shared.

TIP 7: Delete unused accounts

If you are no longer using your online accounts, it is best to deactivate or delete them. Before you delete your accounts:

- Type your name in full into a search engine such as Google to find out which social media accounts you have. Also try searching your email addresses in this search engine. You may have an old Myspace or Bebo profile which you've forgotten about, but this could still contain personal information or photos of you.
- Make sure you know your log-in details for each account. If you've forgotten which email address you used to start up the account, have a search in your email accounts for Facebook, Bebo, Myspace, Twitter to see which email account is linked to each profile.
- If you have forgotten the password to access your social media accounts, follow the direction in the 'Help' or 'Safety' section of the social media website to find out how to recover a forgotten password.
- Have a quick look at the photos on your profile in which you're tagged. Photos uploaded by friends will still be available after you've deleted your account. Contact your friends and ask them to remove these photos and, if they do not take them down, you can report the photo to the site on which it appears.

Facebook and Twitter give you the option of downloading a copy of all the information you have on your profile including photos, comments and your wall posts. Before deleting your account, it's a good idea to keep a copy of your information for your own records, but also to make sure you don't lose any of your photos.

TIP 8: Turn off your Bluetooth when not in use and change the name of your device

Bluetooth creates a wireless network between paired devices within a limited range. There are ways in which vulnerabilities in Bluetooth can be exploited, providing access to your address book, calendar messages, photos and other content on your mobile phone.

To reduce your exposure to this risk, ensure that Bluetooth is disabled or hidden when not in use and that the name of the device is changed to something which doesn't identify you, or the model of the phone.

TIP 9: Disable geotagging on your mobile device

Geotagging is the process whereby location data is added to an image or other content.

When this geotagged material is shared online, it is possible for others to read the metadata and identify the location where that image was taken.

TIP 10: Do not take, accept or forward nude images of someone under the age of 18

Do not generate, accept or forward on any naked images on your phone or online of someone who is under the age of 18 as they may be considered child pornography. By having these images on your phone or computer you could be deemed as having possession of child pornography. Forwarding them onto others could also be considered to be distribution of child pornography. These are serious criminal offences which can carry jail terms of up to 15 years. You should report these images to your local police.

A conviction of child pornography-related offences can have serious long term consequences including being placed on a sex offenders' register and imprisonment.

Taking and distributing explicit images of people over the age of 18 may also constitute criminal offences. It is important to treat these images as you would their body and have their consent for any action you take.

USEFUL RESOURCES

Anti Bullying Alliance:

<http://www.anti-bullyingalliance.org.uk/resources/cyberbullying/>

The Anti-bullying Alliance is a coalition of organisations and individuals working together to stop bullying and create safe environments in which children and young people can live, grow, play and learn.

Australian Federal Police: www.afp.gov.au

Australian Communications and Media Authority (ACMA): www.acma.gov.au

Bravehearts: www.bravehearts.org.au

To educate, empower and protect Australian kids from sexual assault.

Bullying No Way: www.bullyingnoway.com.au

Members work together to create learning environments where every student and school community member is safe, supported, respected and valued.

Cybersmart: www.cybersmart.gov.au

Designed to help children and families find out how to be cybersmart and use the internet safely.

Cyberstrong Schools: www.friendlyschools.com.au

ESmart: www.amf.org.au

The Alannah & Madeline Foundation care for children who have experienced or witnessed serious violence. They also run programs that prevent violence and advocate for children's safety and wellbeing.

Facebook Safety: www.facebook.com/fbsafety

Headspace: www.headspace.org.au

Headspace is the national youth mental health foundation who help young people who are going through a tough time.

Ken Rigby: www.kenrigby.net

Ken Rigby is an expert on bullying in schools and intervention methods.

Kids Helpline: www.kidshelp.com.au

Free online counselling service for people aged 5 – 25.

KidsMatter: www.kidsmatter.edu.au

KidsMatter is an Australian mental health and well-being initiative set in primary schools and early childhood education and care services. It's a framework that helps these places take care of children's mental health needs.

Lifeline: www.lifeline.org.au

Lifeline is a national charity providing all Australians experiencing a personal crisis with access to 24 hour crisis support and suicide prevention services. Call Lifeline's 24 hour crisis line on 13 11 14.

Mind Matters: www.mindmatters.edu.au

To help improve the mental health and wellbeing of young people.

National Centre against Bullying: www.ncab.org.au

The centre works to advise and inform the community about the issue of childhood bullying and cyber safety.

National Children's and Youth Law Centre: www.lawstuff.org.au

This site describe the laws that are relevant to each state or territory.

Peer Support Australia: www.peersupport.edu.au

Provides school communities with an evidence based, peer led approach to enhance the mental, social and emotional wellbeing of young people.

Reachout: www.reachout.com

An online youth mental health service.

The Line: www.theline.org.au

This website talks about relationships, gender, sex, bystander action, technology and communication; how to keep it healthy and respectful, and avoid crossing the line into behaviour that makes someone feel frightened, intimidated or diminished.

Think U Know: www.thinkuknow.org.au

ThinkUKnow is an Internet safety program delivering interactive training to parents, carers and teachers through schools and organisations across Australia using a network of accredited trainers from our partner agencies.

Youth Beyond Blue: www.youthbeyondblue.com

Youth beyond blue aims to empower young people aged 12–25, their friends and those who care for them to respond to anxiety and depression.

<https://www.google.com/edu/tools-and-solutions/index.html#>

Digital Citizenship—

http://www.digitalcitizenship.nsw.edu.au/Sec_Splash/index.htm

Do you use the internet to share information about yourself or others, communicate with friends and comment on what you see online, play games, get material for an assignment or buy stuff online? If you answered YES to any of these, you are a digital citizen.

Why is digital citizenship important? Do you want to get the best out of using the internet and keep yourself and others safe and healthy in an online world? Use these materials to learn what it takes to become a positive digital citizen.

Budd:e — <https://budd-e.cybersmart.gov.au/>

Budd:e has been developed for Australian schools. Budd:e is education about the risks people take by going online, and the possible consequences of those risks. It's also education about the technical and behavioural measures we can all use, to help reduce our risk, and bolster online security. Security for people, for internet devices, and for personal data.

Cyberbully Virus — <https://www.youtube.com/watch?v=vmQ8nM7b6XQ>

This video is a serious example of the virus Cyber Bullying and its disease like effects. It illustrates how fast the virus spreads and infects others and can ruin the lives of its victims, in this case Jane Doe.

Tagged — <https://www.youtube.com/watch?v=TtEGAClBTTA>

When a group of high-school friends posts an online rumour about a rival, it sparks a chain reaction that leaves no one untouched. Cyberbullying, sexting, filmed fights and police action ensue—will these friends be tagged forever?

Game On — <https://www.youtube.com/watch?v=SWxUHECVMGI> (Yr7)

Game On is a new cyber safety film following the online experiences of a group of students, across years 5/6 and 7.

Cyberslap — <https://www.youtube.com/watch?v=xTLBQBYX2MQ>

You don't need a black eye to be bullied. Visit the Cybersmart Online Helpline at www.cybersmart.gov.au/report.aspx to chat to an experienced counsellor.

Photofail — https://www.youtube.com/watch?v=6_FqFn27JJQ

Asking friends before you post pictures of them online can save everyone stress and embarrassment. Look after your mates and help keep their digital reputation clean.



NO go Now!

We are ^{be safe} not Mean



We are nice ♡ .C.G.G.S.



CANBERRA GIRLS
GRAMMAR SCHOOL

CRICOS Provider No. 01294F