



TRUST & SAFETY POLICY

Rationale:

Why do we have a Trust and Safety Policy?

Congupna Primary School is a positive environment that builds trusting relationships, provides a safe place and supports friendly actions to protect its students, families and staff.

This policy:

- Shows the difference between a real friend and a pretend friend, being trustworthy and not being trustworthy,
- Guides action we must take to protect students, staff or families who may feel afraid or worthless by someone else's behaviour, and
- Exemplifies the School's values *We are **KIND**, we are **BRAVE**, we are **CURIOUS*** (*We promote Respectful Relationships*) and reflects the Brave, Curious and Kind Values Policy.

This policy satisfies the need for an Anti-Bullying and Bystander Policy. It is supported by procedures for:

- Method of Shared Concern for group bullying
- Cyberbullying
- Incidents of individual bullying

Who is covered by this policy?

Every person at Congupna Primary School including students, their families and friends, the teachers and office workers, gardeners, cleaners and all visitors. Staff and students will discuss this policy and share their understanding of when to use it. Specific risks of cyberbullying will be incorporated into school health and wellbeing curriculum at age appropriate stages.

Aims:

Why are Friends, Trust and Safety so important?

- *'Real Friends'* trust each other to care about each other's feelings and do not hurt each other. Real friends make you feel safe.
- A *'Pretend Friend'* will make you like them, but not care how you feel or if you are hurt. They may not be trustworthy. They make you feel like you are not important, make you feel unsafe or may hurt you.
- *'Trustworthy People'* make you feel safe. They are important people to know as we all need to identify who makes up our circle of security.
- *'Untrustworthy People'* don't protect you, but might want you to like them. They pretend to care, but they also might make you feel unsafe or worried. Some untrustworthy people make us frightened and upset. We all need to know what to do if someone we are with makes us feel worried, unsafe or frightened.

Implementation:

When do we use this policy?

We use the policy when we:

- Feel unsafe and we want to be protected; or,
- Know a person who needs to be protected; or,
- See an event where someone needs to be protected; or
- Are told about an event where someone needs to be protected.

How do we use this policy?

1. **Firstly**, we use the policy by understanding that everyone makes contact with pretend friends or untrustworthy people at some stage in their lives.
2. **Secondly**, we use parts of the School Values Policy to make a decision:
 - The **Curious** Policy: We notice what is going on around us and in our mind...
 - The **Kind** Policy: We ask ourselves "Would I like someone else to do (whatever the action is) to me?"
 - The **Brave** Policy: We are brave when we think on our own about what is happening and then decide to take action to protect ourselves or someone else even if:
 - We are afraid, or,
 - We feel alone because no one else is taking action, or,
 - We are unsure if we should do something because it happens a lot
3. **Thirdly**, we make a decision about what kind of action to take.

Making a decision about what action to take?

We pay attention to what is going on in our minds and ask ourselves:

- "Am I afraid; Am I uncomfortable and wish I wasn't here?"
- "Do I feel unsafe in my body; Does what is happening make me want to cry or hide?"
- "Am I seeing someone being made to feel like crying or hiding?"
- "Do I know someone being made to feel like crying or hiding?"

Answering YES to any of these questions means we must decide to act.

STUDENTS:

- If I am by myself, I choose to trust an adult at school and tell them what is happening. This is the right action when it involves someone I thought might be a Real Friend or Trustworthy Person on the computer, at school, or within a group that actually doesn't care about me and is a Pretend Friend or an Untrustworthy Person.
- If I am making friends on the computer, I learn and use the Congupna Social Networking guidelines. I talk to my friends about it.
- If I am in a group of people that doesn't care about the feelings of others I choose to ask who are my true friends that care about my feelings. I talk honestly with my true friends about what is going on and ask for their help to find the right person to change what is happening.
- If I am told about an event I choose to trust an adult at school and tell them what is happening and know that they will take the right action so I am not harmed because of my action.
- I know that nothing is so terrible that I can't talk to someone I trust.

STAFF:

- Based on information or observation, I assess the situation of whether an individual is being harmed, feeling threatened or made to feel unsafe or at risk of being unsafe, and,
- I intervene in any active event causing potential harm

- I document my knowledge and register this with the Principal
- I participate as appropriate in meetings with everyone involved and work with the “Method of Shared Concern” (Attachment 2) if a group is involved.
- I apply the “School Social Networking Guidelines” (Attachment 1) and continue to build my knowledge in this area.
- I share knowledge of the process of having a Circle of Trust.
- I use this policy as a guideline for discussions with students about feeling safe and being safe.
- I encourage students to recognise that I am a trustworthy person and pay attention to students’ feelings and concerns regardless of who it involves.
- I encourage my peers to recognise that I am a trustworthy person and pay attention to their feelings and concerns regardless of who it involves.

Evaluation:

- This policy will be reviewed as part of the school’s review cycle.

Certification:

This policy was adopted at the School Council meeting held at Congupna Primary School on the 31st day of July, 2018.

Signed.....

Signed

School Council President

Principal

Attachment 1:

School Social Networking Guidelines



The use of Social Networking provides an opportunity to:

- *Potentially create applications such as webpages and blogs as part of the teaching program,*
- *Engage and interact with peers and the wider community, and*
- *Study social networking sites as texts in learning such as English and Media studies.*

Congupna Primary School believes in the personal rights and responsibilities of all members who use social networking sites. As part of this it is committed to making the whole school community free of all forms of bullying including cyberbullying. All members of the school community have rights and responsibilities with respect to pro-social online behaviour and types of bullying.

For example, the School will:

- **Appoint a Monitoring Team should an application such as a webpage or blog be developed as part of the teaching program.**
- *Promote positive online relationships that respect individual differences in the school community,*
- *Acknowledge their responsibility as role models of positive and respectful online behaviours,*
- *Be familiar with the school's Acceptable Use of Social Networking policy and procedures,*
- *Report incidents of cyberbullying or cyber-aggression on social networking sites in accordance with the school's policy on positive online behaviours and digital citizenship, and*
- *Follow up with incidents of cyberbullying in accordance with the school's policy on bullying.*

Students should:

- Not post personal information about themselves or others such as your name, birth date, address, telephone number, current location and/or school,
- Not post inappropriate or unauthorised material of anyone on the Internet (Eg. Facebook, YouTube),
- Not post personal communications in someone else's name (Eg. Set up a Facebook account in the name of a staff member or another student),
- Respect the privacy of the school employees (Eg. Don't add school staff members as friends or contacts on SNS such as Facebook), and

- Not upload pictures of others to social networking sites without their permission).

Dealing with complaints:

- *All school community members will have the contact details for an online Monitoring Team appointed by the school (if one has been formed to monitor a webpage or blog that has been developed as part of the teaching program),*
- *An incident report should be made immediately to both the Monitoring Team and the Principal,*
- *Misuse will be documented and investigated to determine the severity of the behaviour,*
- *Disciplinary action (following the school's Behaviour Management policy) will take place if the complaint clearly breaches school policies, and*
- *Police action may be required based on the level of severity of the behaviour. For example, the misuse of technology such as threatening behaviour or the transmission of pornography, may break the law and lead to police involvement.*

Monitoring of the School's Websites or potential online platforms:

- *If the school becomes aware of any defamatory material on the school's potential websites or online platforms:*
 - *Copy or write down the content and if possible, take a screen shot of the content to show who is involved. (Note: Staff must ensure they adhere to school policy guidelines on Child Protection regarding pornographic material),*
 - *Exercise editorial control and delete the content that may impose a risk, and*
 - *The school Monitoring Team follow up the incident in line with the level of risk, the content involved and the school's Behaviour Management Policy.*

Staying Safe Online while using Social Networking:

1. Using Real Names

- *All users interacting with the School's online platforms, by either liking or commenting on posts must do so using an account that clearly identifies them by their real name.*

2. Raising issues and not including names

- *The school community is encouraged to get involved and share using the school's online platforms. For example - upcoming sporting events, international celebration days and community meetings. However some situations are best dealt with privately. Matters to share on the site are about school improvements and activities.*
- *Issues involving any of the students or staff **must not** be raised on the school website or online platform. The School will not support interactions that include negative posts or those that include the names of our teaching and administration staff, students or any other member of the community in issue based postings.*

3. Using names in posts

- *Names can be used in posts only when you wish to acknowledge an adult's positive work or community contribution and permission should be sought from other adults first. There are a number of students and families that may have things like Apprehended Violence Orders (AVO's) out against people whom they wish to stay away from and these people's privacy should be respected by all. The school's online presence is intended to build the school's community spirit and as a result provides a supportive online environment to users.*

4. How to interact with Websites or Online Platforms

- *Online site visitors are able to comment on the school's postings and on comments by other users.*
- *Visitors may also be able to 'like' a post or comment by clicking on the like button. However, they will not be allowed to author a posting of their own or load media such as photos or videos. These rights can and will be reviewed over time which may lead to further access for particular users.*

5. Underage Social Network Users

- *The School does not endorse children under 13 years of age as imposed by most online Social Networking Sites. Social Networking sites can be a danger if not used correctly and these conditions have been set for very good reason. An unsupervised child this age can make poor decisions on social networking sites that can adversely affect the rest of their lives.*

6. Moderation and Blacklisting

- *The School reserves the right and responsibility to set standards against the use of profanity and to add additional words and names to the page's blacklist.*

7. The Law and Social Networking Site Terms

- *The School will operate any official Social Networking Site or Online Platform under the Commonwealth Telecommunications Act and the individual service providers Terms & Conditions.*

Attachment 2:

Method of Shared Concern



Definition:

- *The Method of Shared Concern (MoSC) is a non-punitive multi-stage strategy that addresses Group Bullying.*
- *The MoSC facilitates the emergence of a solution to a Bully/Victim problem through the use of a series of interviews and discussions with the parties involved.*
- *One-on-one Bullying will be addressed in a similar fashion but obviously with less participant than those required for Group Bullying.*

Rationale:

The rationale behind using the MoSC is as follows:

- Bullying behaviour is commonly (though not always) undertaken by, or with the support of, a peer group,
- Approached in a non-accusatory manner, individual members of such groups will typically acknowledge the distress of the victim and agree to act to reduce that distress,
- A minority of targeted children can act provocatively and need to recognise their part in the ensuing conflict,
- Once some individual members of the group have begun to act constructively, the group can be brought together to plan how they will finally resolve the matter with the person they have targeted, and
- An agreed resolution involving all concerned is likely to be sustainable.

Implementation:

The MoSC can be appropriately and most successfully implemented as follows:

1. *Cases are chosen in which a group of students are thought to be involved in Bullying an individual student (Target) who as a consequence has become distressed.*
2. *Each of the Suspected Bullies is interviewed in turn, without any accusation, beginning with the student who seems most likely to fill the role of Ringleader. The meeting takes place without other students present or able to observe the interaction. The interview begins with the Teacher or Principal sharing a concern about the plight*

of the Target. Once this is acknowledged, the Suspected Bully is required to say what he or she will do to improve the situation.

- 3. A further meeting is arranged several days later to assess progress with each of the suspected Bullies individually.*
- 4. The Teacher or Principal then meets with the Target and offers support. The target may be asked at some stage why they believe the bully has targeted them.*
- 5. Once progress has been confirmed, a group meeting is held with the Suspected Bullies to plan how they will finally resolve the problem when they meet with the Target at the next meeting convened by the Teacher or Principal.*
- 6. A final meeting is held by the Teacher or Principal with the Target present to bring about an agreed and sustainable solution.*

Limitations:

- *The method cannot be employed in cases of criminal behaviour for which sanctions are legally required.*
- *Pressure in the form of threats and punishment is incompatible with this approach which seeks unforced cooperation.*
- *This method involves working with groups of suspected bullies and does not lend itself to dealing with one-on-one bullying.*
- *More so than most methods it requires the training of suitable practitioners.*
- *To implement this approach effectively and produce a sustainable solution requires the careful selection of cases and the allocation of sufficient time to progress through the necessary stages.*

Conclusion:

Implemented rigorously, this method has been shown in several studies to have a high success rate and has considerable educational value for those involved.

References:

Pikas, A (2002). New developments of the Shared Concern Method. *School Psychology International*, 23, 307–336. Readymade Productions (2007). *The Method of Shared Concern: a staff training resource for dealing with bullying in schools*, Adelaide, Readymade Productions www.readymade.com.au/method Rigby, K. (2010). *Bullying interventions in schools: Six basic methods*. (See Chapter 9 ‘The Method of Shared Concern’): Camberwell, ACER. Republished (2012: Boston/Wiley (American edition). Rigby, K., & Griffiths, C. (2011). Addressing cases of bullying through the Method of Shared Concern. *School Psychology International*, 32, 345–357. Rigby, K. (2011). *The Method of Shared Concern: a positive approach to bullying*. Camberwell, ACER