

# BEHAVIOUR SUPPORT POLICY

Approved by: Governing Council

Date approved: 7/8/23 | Review date: 2025

Lameroo Regional Community School's policy aligns with the Department for Education Behaviour Support Policy.

Lameroo Regional Community 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 (see Behaviour Support Toolkit Matrix). 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 Respect, Equality, Responsibility, Honesty and Trust.

### 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

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, fairly and consistently applied. 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.

## 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 Lameroo Regional Community 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, e.g. calling out, being off task, being excessively loud. 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 practise the skills required to maintain the preferred behaviour.
- Follow the Lameroo Regional Community School Behaviour Management Process (p.5) to set consequences for non-compliance with school behaviour expectations
- Monitor behaviour. Act on any reports about behaviour of concern.
- 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.

## 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.
- 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 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.
- 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 or young people.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child or young person can still come on-site if they have the leader's written approval.

## LRCS BEHAVIOUR MANAGEMENT PROCESS

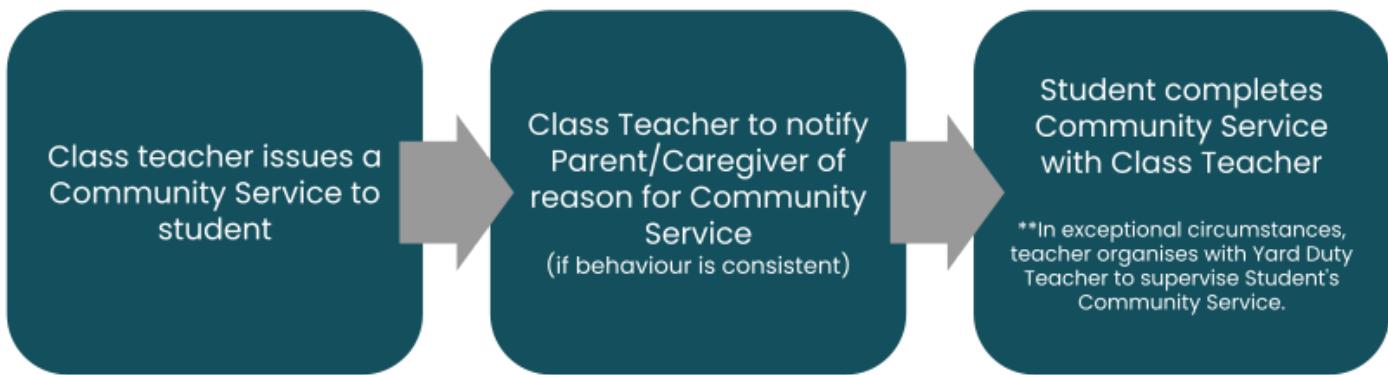
	Examples of Behaviours	Management strategies
Non-completion of Work	<ul style="list-style-type: none"> <li>Students not meeting work and homework deadlines</li> <li>Student did not complete task required in class</li> <li>Student did not participate in collaborative learning task</li> <li>Late to class</li> <li>Truanting lesson or part of lesson (e.g. not returning from toilet break in a reasonable time)</li> </ul>	<ul style="list-style-type: none"> <li>Student to complete task in their own time (e.g. during break time, after class). Students must have some break time.</li> </ul>
Low Level Behaviours	<p><b>Students not following explicitly set, classroom specific guidelines (e.g. use of lab/gym equipment, having phone, etc.)</b></p> <ul style="list-style-type: none"> <li>Talking/persistent talking</li> <li>Inconsistent attention to learning</li> <li>General swearing</li> <li>Packing up early</li> <li>Distracting other students from their learning</li> </ul>	<ul style="list-style-type: none"> <li>Give clear warnings</li> <li>Communicate instructions calmly – “Are you ready to learn?”</li> <li>Set and reinforce classroom specific expectations</li> <li>Send student out of the classroom for a few minutes, in sight, and have a quiet conversation with them regarding behaviour</li> <li>Seating relocation</li> <li>Give a community service*, such as picking up rubbish, cleaning tables, etc. (must notify parent and document if this is consistent behaviour)</li> <li>Implement mobile device policy</li> </ul>
		<p>*REFER TO COMMUNITY SERVICE FLOW CHART (p.6)</p>
Medium/ High Level Behaviours	<p><b>Students persistently refuses to follow reasonable instructions despite warnings /clear instructions</b></p> <ul style="list-style-type: none"> <li>Refusal to move</li> <li>Refusal to engage in learning</li> </ul>	<ul style="list-style-type: none"> <li>Student goes to Buddy class* with Buddy Slip</li> <li>Class Teacher notifies parent/caregiver, discusses concerns and organises community service, such as picking up rubbish, cleaning tables, etc.</li> <li>Teacher documents incident</li> <li>Teacher engages in restorative process with student before return to class</li> </ul>
		<p>*REFER TO BUDDY SYSTEM PROCESS (p.8)</p>
High Level Behaviours	<p><b>Student is consistently non-compliant or has escalated behaviour requiring immediate intervention</b></p> <ul style="list-style-type: none"> <li>Refuses to follow buddy system</li> <li>Student is violent towards another person or threatens violence</li> <li>Destruction of property</li> <li>Teacher feels intimidated or under threat</li> <li>Student uses offensive language which is directed at the teacher or another student</li> </ul>	<ul style="list-style-type: none"> <li>Teacher contacts a Leader for support</li> <li>Teacher sends another student to front office to contact a Leader for support</li> <li>Teacher documents events and refers to Leader for suspension process</li> </ul>

## Use of Mobile Devices:

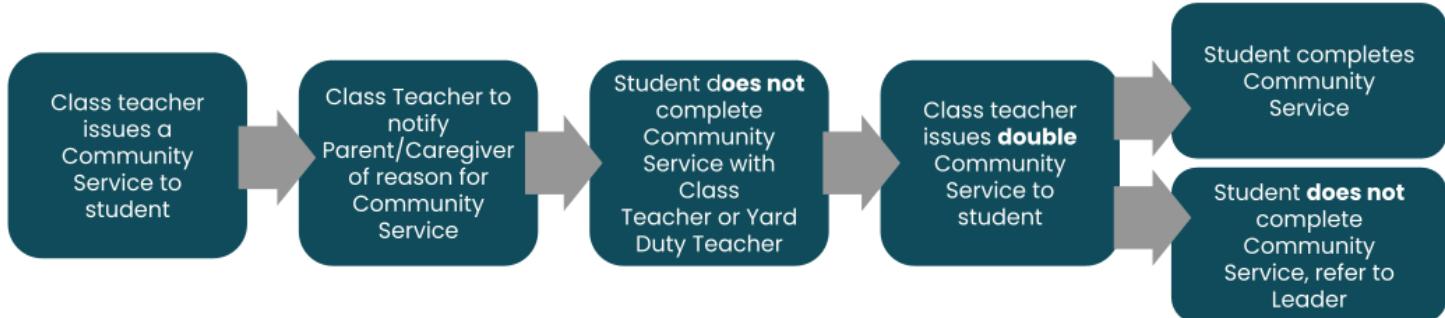
Refer to Mobile Device Policy 'consequences for inappropriate use of mobile devices'

## APPLYING SCHOOL-BASED COMMUNITY SERVICE FLOW CHART

### COMPLIANCE PROCESS



### NON-COMPLIANCE PROCESS



### TRUANCY MANAGEMENT PROCESS

#### STUDENT TRUANTS LESSON OR PART OF LESSON

- Class teacher responsible for issuing consequence

#### FREQUENT TRUANTING OF LESSONS

- Teacher to notify parent
- Teacher issue a consequence, e.g. make up work in breaktime or negotiate with parent
- Teacher notifies appropriate Leader
- Leader to monitor notifications of students truanting

#### STUDENT TRUANTS A WHOLE DAY

- Teacher to notify parent
- Leadership issue full day internal suspension

## BUDDY SYSTEM PROCEDURE

### The 'buddy' system

The buddy system is a consistent behaviour 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 'Behaviour Management Process' (p.5) 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:

**Step 1.** Identify two teachers that are teaching at the same time as you (but different year level). This is to be negotiated with teachers beforehand.

**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 (p.10) – 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 and returned to the class teacher.

**Step 3.** Class teacher

- Notifies parent/caregiver, discusses concerns and documents behaviour including when parent was notified and nature of conversation
- Class teacher must engage in a restorative process with the student by responding to the reflection component on the buddy slip and places buddy slip in the leader tray.

#### Leadership intervention:

1. A student who refuses to go to a buddy class will automatically incur an internal suspension for 1 day
2. A student who 'self-exits' will incur an internal suspension for 1 day
3. A student who fails to turn up to buddy class will incur an internal suspension for 1 day
4. A student who will not enter class, runs off etc will incur an internal suspension for 1 day. In this case the class teacher or buddy teacher must send an email and Leadership will follow up
5. If you believe student behaviour is a result of a need to regulate behaviour, contact the Wellbeing Leader or Interception SSO.

#### Buddy system – TRT version

The buddy system is a consistent behaviour 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 judgement.

Please refer to the document 'Behaviour Management Process' which details specific behaviours that warrant the use of the buddy system. All teachers must familiarise 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

#### **Process:**

**Step 1.** TRT issues the 'buddy slip' for medium/high level behaviours (see attached) – all sections must be completed

*TRT's please note: – send the student to the predetermined teacher as organised by the classroom teacher you are providing relief for.*

**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**

- TRT emails classroom teacher who will provide follow-up.

#### **For urgent leadership intervention:**

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

- call front office so they can locate a Leader on 85763040 or
- send a student to the front office for help





## BUDDY SLIP

<b>Student</b>	
<b>Year + Class</b>	
<b>Teacher</b>	

Time exited Classroom	<b>Brief Reason for Exit</b>
Time arrived at Buddy Class	

## Work to be completed:

## **—STUDENT TO COMPLETE—**

## LRCS VALUES

- ★ RESPECT
- ★ EQUALITY
- ★ RESPONSIBILITY
- ★ HONESTY
- ★ TRUST

*Using our Values, write a reflection based 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 Lameroo Regional Community 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 if students are in their school uniforms.

At Lameroo Regional Community 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."

Lameroo Regional Community students will:

- 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 rumours

## 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. 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. Each way is different for every individual and/or situation.

Some examples are:

- 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

## 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 (p.17).

## 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
- 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

#### **Students**

- recognise when bullying is occurring to themselves or others
- report incidences of bullying to a trusted adult
- complete a student incident report

### **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 their 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](http://www.kidshelpline.com.au)

[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

[www.reachout.com](http://www.reachout.com)

[www.esafety.gov.au](http://www.esafety.gov.au)



# CYBER SAFETY POLICY

'Keeping children safe in a connected world'

## Purpose

At Lameroo Regional Community 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 Lameroo Regional Community School, we aim to ensure that pedagogy, infrastructure and hardware are capable of sustained success for our learners. 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.

At Lameroo Regional Community 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, Lameroo Community 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.

Lameroo Regional Community 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.

Lameroo Regional Community 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

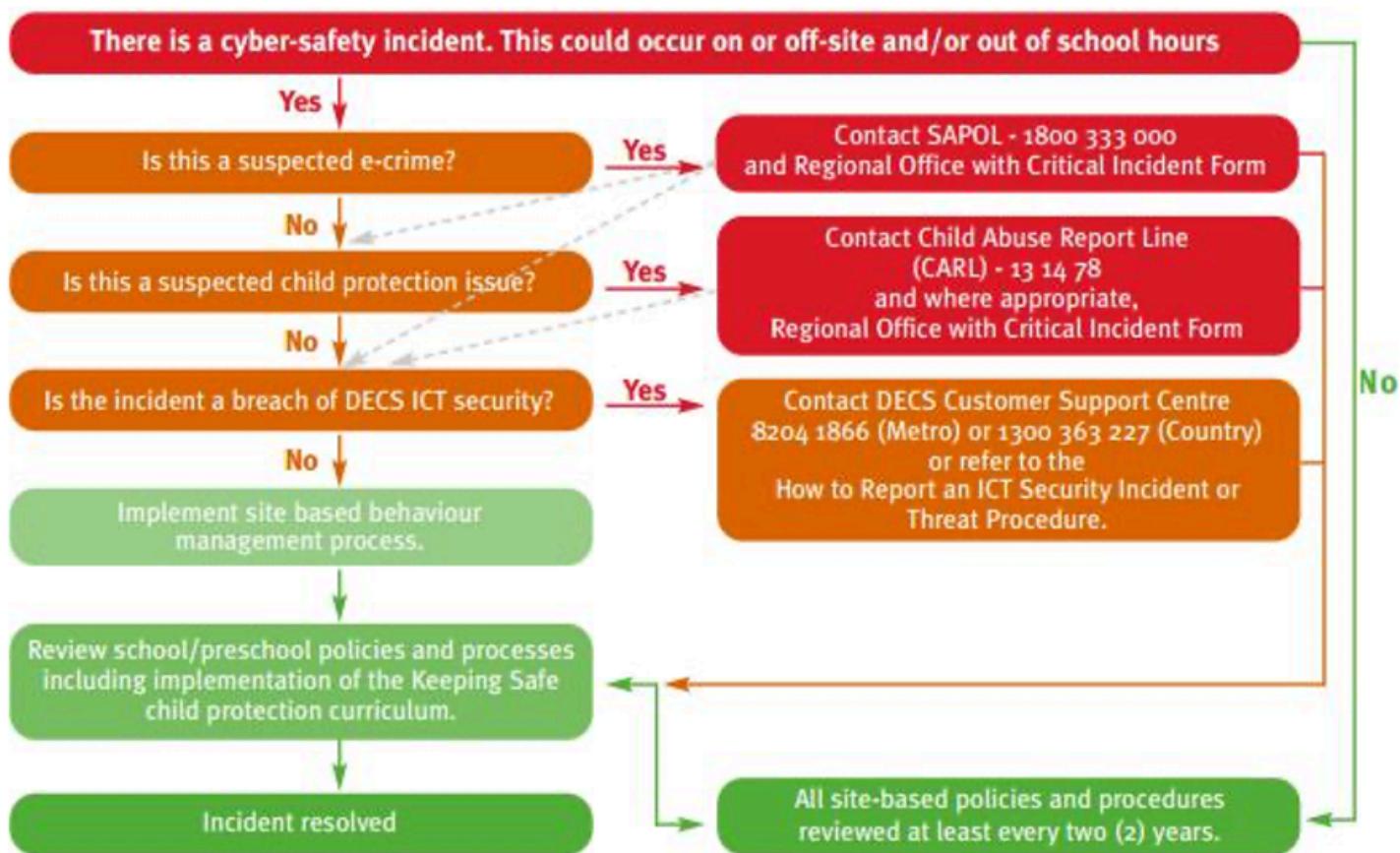
Breaches by staff may include:

- 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://crimestoppers.com.au/campaign/esafety/)

[Https://www.esafety.gov.au/](https://www.esafety.gov.au/)

[Https://www.lifeeducation.org.au/parents/cybersafety-for-parents-vodcasts](https://www.lifeeducation.org.au/parents/cybersafety-for-parents-vodcasts)

[Https://kidshelpline.com.au/teens/issues/bullying](https://kidshelpline.com.au/teens/issues/bullying)

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