

2023
ANTI-BULLYING PLAN
AND PROCEDURES



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1. Overview

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all departmental staff, students, parents, caregivers, and members of the wider school community.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive, and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

In our school community, we:

- Look out for others (friends, classmates, and staff);
- Value mutual respect in all actions;
- Respect a person's right to feel safe and be free of harassment in all environments, in the community, in class, in the playground and online.

Maitland Grossmann High School's Anti-Bullying Plan sets out the processes for preventing and responding to student bullying. The school has a range of policies and practices, including welfare and discipline policies that apply to student behaviour generally.

This plan has been developed in consultation with students, staff, and the community.

2. What is Bullying?

2.1. Defining Bullying

Bullying can happen at school, at home or online. It is never okay and it is not a normal part of growing up. There is a nationally agreed definition of bullying which all Australian schools now use:

"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.

Bullying has three key features. It:

1. involves a misuse of power in a relationship;
2. is intentional, ongoing, and repeated;
3. involves behaviours that can cause harm.

Bullying can be physical, verbal, or social. Bullying can be easy to see (overt), or hidden (covert), such as spreading rumours about another person or excluding them.

Bullying can also happen online using technology such as the internet or mobile devices. This is known as online bullying or cyberbullying.

A person can be bullied about many different things such as how they look, sound or speak; their background, religion, race or culture; having a disability; their sex; their size or body shape or any other ways they may be different. Some students are bullied about their academic or sporting achievements or hobbies.

2.2. Types of bullying behaviour

There are four main types of bullying behaviour:

- physical – examples include hitting, pushing, shoving, or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence;
- verbal/written – examples include name-calling or insulting someone about an attribute, quality, or personal characteristic;
- social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, and sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance;
- cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio.

2.3. Overt or covert bullying

Bullying can be easy to see and detect (overt) or hidden, subtle and hard to detect (covert). This means that schools need to be alert to possible subtle signs of bullying and check in regularly with students.

Overt bullying involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting.

Covert bullying can be very difficult for someone outside of the interaction to identify. It can include hand gestures and threatening looks, whispering, excluding or turning your back on a person, and restricting where a person can sit and who they can talk with. Social bullying (spreading rumours, manipulation of relationships, excluding, isolating) is often covert bullying.

Some behaviours can appear to be bullying but are actually harassment. Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment, disability harassment or racial discrimination. For instance, sexual harassment is unwelcome or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.

2.4. What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not bullying:

- mutual conflict that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation;
- single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying;
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

3. Guiding Principles

Maitland Grossmann High School adheres to the following principles:

3.1. Safe and Supportive Environments

The Policy supports the commitment by Maitland Grossmann High to create safe and supportive environments for students, employees, and families. A safe environment is one where the risk of significant harm is minimised and students, employees, and staff are protected from exploitation, abuse, or neglect.

3.2. Respectful Relationships

The School values relationships, in which an individual's personal growth can flourish in connection with other people. The goal when dealing with matters relating to bullying is to restore respectful relationships between those involved. To this end we:

- support the person who is the recipient or target of the bullying behaviour;
- support the person involved in the undertaking of bullying behaviour;
- provide appropriate skill building for all those people impacted by this behaviour.

3.3. Accountability

The school is committed to holding all parties accountable for their actions, ensuring open and honest communications are fostered.

3.4. Enhanced Development for Students

A supportive environment facilitates and enhances the social, academic, physical and emotional development of students, employees and all those involved with the work of Maitland Grossmann High School.

3.5. Identifying and Responding to Concerns

Where concerns arise about alleged bullying behaviour, Maitland Grossmann High School is committed to maintaining robust systems for identifying and responding to such concerns. In dealing with allegations, Maitland Grossmann High School will uphold the principles of procedural fairness and any finding or actions will be based on a thorough and fair assessment of evidence.

3.6. Procedural Fairness

Maitland Grossmann High School acts on procedural fairness as a basic right for all when dealing with authorities. Procedural fairness refers to what is sometimes described as the 'hearing rule' and 'right to an unbiased decision'.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegation related to a specific matter and any other information which will be considered in addressing the matter;
 - know the process by which the matter will be considered;
- respond to the allegation;
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision making;
- an absence of bias by a decision-maker.

3.7. Evidence-based Practice

Maitland Grossmann High School's response to bullying is built on an evidence-based framework that is informed by current research and includes the Method of Shared Concern and Restorative Practices.

4. Responsibilities

The school requires all stakeholders to support our Anti-Bullying Policy and Procedures.

4.1. Teaching Staff

All staff must respond to reports of bullying by recording, investigating, counselling, imposing consequences and in more serious cases referring to Head Teachers or Deputy Principals. Teachers will:

- support the school in maintaining a safe, inclusive, and supportive learning environment;
- model and promote appropriate relationships and behaviours;
- promote a school culture where bullying is not acceptable;
- teach students to identify, report and respond to bullying at school and online;
- manage reports of bullying and escalate matters to the principal (or delegate) when necessary.

New casual and teaching staff will be informed about the Maitland Grossmann High School Anti-Bullying Plan and Procedures in the following ways:

- information is provided in a handout to staff when they enter on duty at the school;
- an executive staff member speaks to new and casual staff when they enter on duty at the school;
- the principal speaks to new executive staff when they enter on duty at the school, as part of the induction process.

4.2. Students

Students must report harassment and bullying to a staff member. Students who witness harassment must also report this to staff. Under no circumstances are students to take any action to intervene themselves in conflict/harassment issues. Students will:

- behave appropriately, respecting individual differences and diversity;
- behave as responsible digital citizens;
- follow the school Anti-bullying Plan;
- behave as responsible bystanders;
- report incidents of bullying according to the Anti-bullying Plan.

4.3. Parents and caregivers

Parents need to report concerns to the appropriate Year Advisor, Head Teacher, Counsellor, or Deputy Principal of issues relating to bullying and harassment as soon as possible and to continue to communicate their concerns to the school, if issues are unresolved after initial intervention. Parents and caregivers will:

- support their children to become responsible citizens and to develop responsible online behaviour;
- be aware of the school Anti-bullying Plan and assist their children in understanding bullying behaviour;
- support their children in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan;
- report incidents of school related bullying behaviour to the school;
- work collaboratively with the school to resolve incidents of bullying when they occur.

4.4. Members of the school community

All members of the school community will:

- model and promote positive relationships that respect and accept individual differences and diversity within the school community;
- support the school's Anti-bullying Plan through words and actions;
- work collaboratively with the school to resolve incidents of bullying when they occur.

4.5 Non-teaching staff

Non-teaching will:

- refer any report of bullying to a teacher or school executive staff.

4.6 Principals (or their delegate)

Principals (or their delegate) will:

- complete and implement the Anti-bullying plan for their school;
- maintain a positive school climate that includes respectful relationships;
- identify patterns of bullying behaviour and initiate school action to respond;
- manage complaints about bullying in accordance with the [Complaints Handling policy](#).

4.7 Director, Educational Leadership

The Director, Educational Leadership will:

- manage complaints about how a school has responded to a report of bullying in accordance with the [Complaints Handling policy](#);
- where required, assist schools to implement the Anti-bullying plan, to best meet the needs of the school community.

5. Preventative measures

5.1. Protection

Maitland Grossmann High School is dedicated to both preventing and managing bullying. We are committed to reducing the incidence of and minimising the effect of bullying. There are individual and shared responsibilities in preventing and responding to bullying behaviour. Our plan reflects an approach which utilises systems and policies, curriculum exercises, prosocial skills development, environmental improvements, and mentoring with individual students and small groups.

All staff have a responsibility to act on any report of bullying from students, and to treat all individuals with respect. The role of parents and carers is equally important. Parents and carers need to contact the school as soon as they become aware of any bullying at school experienced by their child. Students must also report to an appropriate staff member any incident of bullying they are aware of.

In developing and maintaining a positive climate of respectful relationships, Maitland Grossmann High School will utilise a variety of strategies and procedures, including:

Dates	Strategy
Term 1	The school will provide students with upstander awareness training during PosEd. The expectation is that students will be positive upstanders and support students in reporting and resolving issues.
Term 1	Anti-bullying plan presented to staff including provision of professional learning on Method of Shared Concern
Terms 1-4	The Positive Behaviour Framework is used to achieve desired social and learning outcomes. Initiatives and strategies relating to student wellbeing (i.e. Anti-bullying) are instilled into PosEd lessons. Lessons will focus on safety, trust, active learning, and respect.
Terms 1-4	Encouraging student voice through the provision of student leadership groups in each year. Students have weekly SRC meetings which then communicate information with the year group each fortnight in year meetings.
Terms 1-4	School wide programs to improve resilience will be offered to targeted groups of students, such as: <ul style="list-style-type: none"> • Targeted Social Skills Programs; • Socio-Emotional Programs (Headstrong, Bite Back, Reach Out); • Culture Strong; • Respectful Relationships; • PosEd.
Terms 1-4	Facilitating safe, quiet spaces for students to sit during break times.
Terms 1-4	signage and posters promoting school expectations will be updated to reflect current trends in behaviour.

5.2. Prevention

The most effective measure for prevention is a quick response to all instances of bullying behaviour. To support this the school uses a variety of strategies and programs for bullying prevention which include:

Dates	Strategy
Term 1 – Cycle 1	Year Meeting will reinforce the Positive Behaviour Framework
Terms 1-4	Modelling and promotion of appropriate behaviour by staff
Terms 1-4	Technology Mandatory unit on ‘Digital Citizenship’
Terms 1-4	Stage 4 and 5 PDHPE Curriculum
Terms 1	Year Seven Peer Support by Year 10 Peer Support Mentors to promote social skill development
Terms 1-4	Targeted social skills program, such as; Headstrong, Bite Back, Resilience, Respectful relationships
Terms 1-4	Student assemblies and year meetings with guest presenters e.g., cyber bullying workshops, Headspace Forums, Specialised Theatre Troupes.
Terms 1-4	Provide information to parents to help promote a positive school culture where bullying is not acceptable and to increase parent’s understanding of how our school addresses all forms of bullying behaviour.

Education has a significant role in the prevention of bullying behaviour. All faculty curriculum supports this notion through inclusion of suitable anti-bullying content wherever possible. Positive social interaction is explicitly guided in all subjects where collaborative learning takes place.

5.3. Early Intervention

The school implements a number of strategies and programs for students who are identified as being at risk of developing long-term difficulties with social relationships and those who are identified as having previously experienced bullying or engaged in bullying behaviour. Strategies include:

Dates	Strategy
Term 1	Staff are provided with professional learning to support Trauma Informed Practice in the delivery of pivotal dialogue with students.
Terms 1-4	On enrolment students at risk may be referred to the Learning Support Team.
Terms 1-4	Learning Support Team (LST) interventions for identified students. These may include: <ul style="list-style-type: none">• Referral to <i>The Treehouse</i> - to provide an environment for positive student interactions to develop resilient students before school, and at recess and lunch;• Social skills groups - to take part in activities to build positive peer relationships with strong role models in the school.
Term 4	Evaluation of the School's Anti-Bullying Plan. Data on bullying leading to suspensions, entries on Sentral Wellbeing, referrals to Deputy Principal, phone calls from parents, student surveys, TTFM will provide rich information to monitor and evaluate this plan.

6. Procedures

In matters relating to bullying, we will consider and reflect upon the diverse needs inherent across such a range of developmental ages and abilities. Maitland Grossmann High School reserves the right to respond according to the nature of the incident, the age of the student, the student's previous behaviours, and department policies and procedures.

6.1. Allegations of bullying

Students may be reluctant to report incidents of bullying so when a report is made, it will be taken seriously. A report of an incident or allegation can come from a student, student witness, parent, family member, employee and may also arise through incidental conversation, disclosure to the school counsellor or from a member of the public.

All investigations require students to complete the Anti-bullying report form (Appendix A) and place the completed form in the box located in front foyer.

6.2. Investigation

The Principal, or delegate will nominate an appropriate staff member to undertake an investigation based on the nature of the allegation. Maitland Grossmann High School will manage allegations of bullying on a three-level system. The investigation process includes interviewing all relevant persons which may include:

- targeted student/s;
- the reporter;
- bystanders;
- peers who are not closely associated with students involved;
- teacher/s;
- people accused of bullying behaviours.

The staff member will conclude the investigation by documenting the actions taken (Appendix A) and storing all relevant documents in Sentral Wellbeing.

6.3. Responding to incidents of Bullying

Level 1: Minor incident

The staff member nominated by the student will investigate whether the incident is bullying (repeated, causes harm, abuse of power) and not conflict. Where bullying is found the nominated staff member will:

- Complete a Bullying Report (if not completed);
- Interview all relevant persons and attach statements for each party;

- Restorative conversation/mediation to take place and remind parties of Maitland Grossmann High School expectations (Appendix C);
- Outline support available for all parties involved;
- Issue Level 1 bullying notification letter – signed by student;
- Upload all finalised documentation to Sentral.

Level 2: Repeated minor incident

Nominated staff including Year Advisors, the Head Teacher Wellbeing, and Faculty Head Teachers will investigate whether the repeated incident is sustained bullying (repeated, causes harm, abuse of power) and not conflict. Where repeated bullying is found the nominated staff member will:

- Complete a Bullying Report (if not completed);
- Interview all relevant persons and attach statements for each party;
- Contact parents of students involved by phone;
- Restorative interventions to take place and reminder of Maitland Grossmann High School expectations;
- Outline support available for all parties involved;
- Issue Level 2 bullying notification letter – signed by student ;
- Upload all finalised documentation to Sentral.

Level 3: Major Incident or sustained bullying

Where bullying persists, or there is a real, or perceived risk of harm to a member of the school community, the deputy principal of the year group will:

- Ascertain immediate risk of harm and take appropriate mitigation strategies;
- Interview all relevant persons and attach statements for each party;
- Contact parents to arrange an inclusive meeting at school;
- Restorative actions to take place and reminder of Maitland Grossmann High School expectations;
- Outline support available for all parties involved;
- Upload all finalised documentation to Sentral.

6.4. Emergency Intervention(s)

In each case of alleged bullying behaviour, a teacher will decide if:

- there is a physical injury that requires attention, then apply First Aid
- there is a risk of further escalation, separate the students and/or seek assistance
- adjustments need to be made to travel, inform the appropriate deputy principal and notify parents/caregivers
- parents of students need to be contacted immediately, inform the appropriate deputy principal

6.5. Procedural Fairness and The Right of Appeal

The Principal, or delegate arranges to meet with and present findings to the students, who will be informed of their right to procedural fairness, and be offered the right of appeal. The School's commitment to the restoration of respectful relations will be discussed and planned.

6.6. Disciplinary Procedures

The disciplinary procedures undertaken by Maitland Grossmann High School will be in accordance with the NSW Education's Student Behaviour Policy, and the Bullying of Students – Prevention and Response Policy.

When an allegation of bullying behaviour is upheld, the offending student/s will engage in restorative behaviour measures and be informed that future behaviour will continue to be monitored. The student/s will be required to sign an agreement outlining expectations for future behaviour as outlined in the Student Discipline Policy.

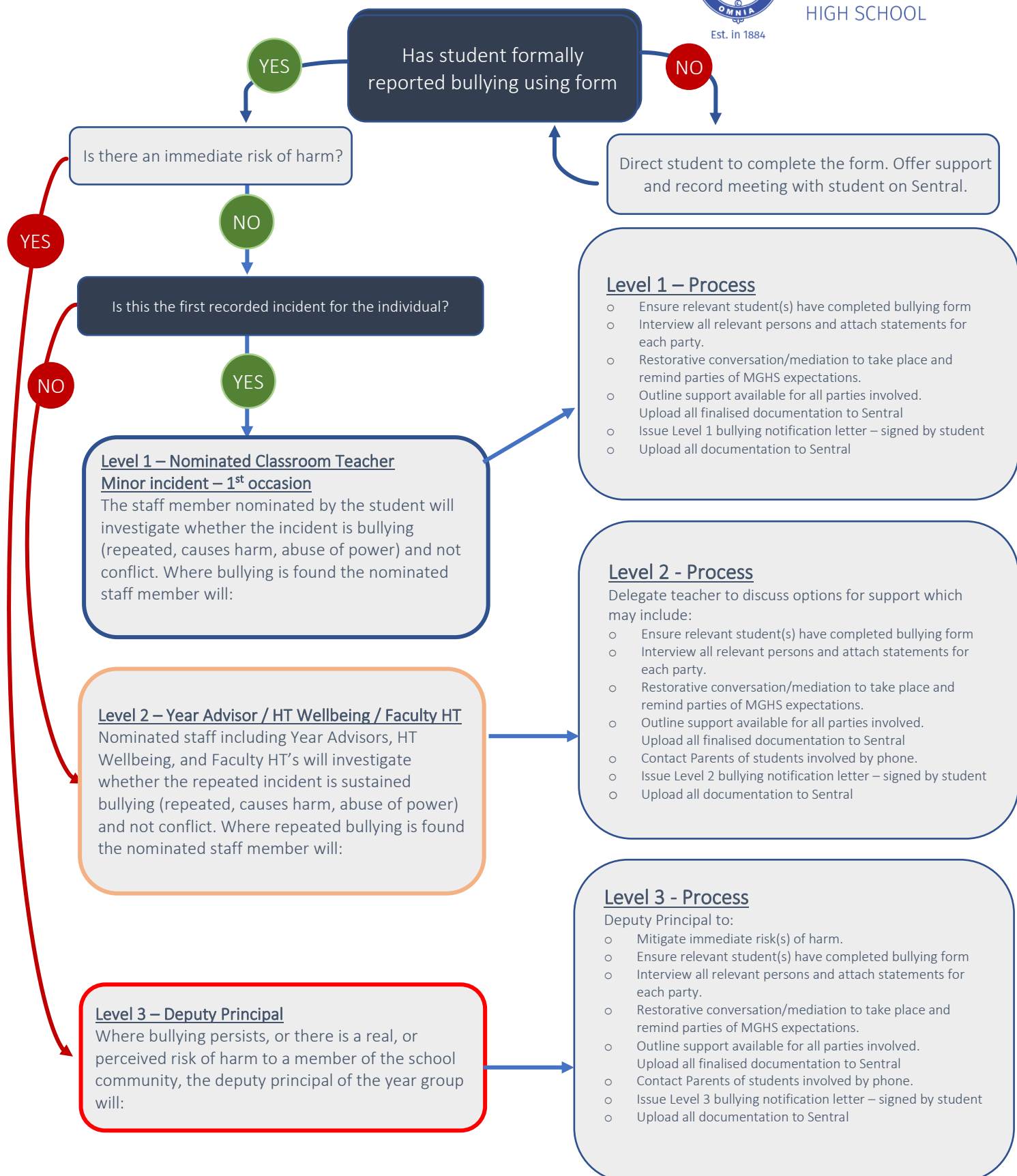
Where bullying persists, the actions and interventions implemented will be guided by the nature and severity of the offence. If the behaviour of a student is found to have been ongoing and unreported, and that the impact of this

behaviour on the targeted student has impacted others, the school reserves the right to escalate the level of intervention that will be implemented with the student.

OFFICE USE ONLY: To be completed by nominated staff member

Date received:	
Action(s) taken:	
Documentation of all investigations/findings uploaded to Sentral.	Sentral ID:
Incident Number	<input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd
Counselling/Support provided to complainant/respondent	Please specify:
Mediation Offered to Complainant	

Appendix C: Responding to Bullying Flowchart



Appendix D: Bullying Intervention Summary



Maitland Grossmann High School Bullying Management Procedure.

Bullying Report	1 st Instance	2 nd instance	3 rd instance or risk of harm.
Explanation	Minor (not always bullying) Nominated staff member to investigate the incident is bullying (repeated, causes harm, abuse of power).and not conflict	Repeated minor level Referral to YA, HTW, or Faculty HT	Deputy Principal Level
Examples	Repeated, causes harm, abuse of power for example <ul style="list-style-type: none"> · Teasing · Starting Rumours · Swearing · Minor targeted graffiti 	Repeated minor level <ul style="list-style-type: none"> · Discrimination · Cyber bullying - harassment, hacking, sexting · Verbal abuse, Threatening · Body language - Intimidation · Offensive targeted graffiti · Encouraging a fight 	<ul style="list-style-type: none"> · Physical abuse - Violence · Persistent Harassment - Repeated unacceptable level · Persistent cyber bullying - sexting, harassment, threats, blackmail, rumors · Extreme graffiti e.g. vandalism to personal property and of school property · Sexual harassment
Actions	Staff member ensure the person whom has been targeted has assertively asked the antagonist to stop Students individually complete a Bullying Report and attach a statement describing bullying. Gather student/s who have been bullying/harassing other students are interviewed. Restorative conversation to take place. Reminder of MGHS expectations.	Parent contact phone call for all relevant students involved Mediation (refer to Bullying form) Restorative conversation Referral to Student Support Officer/Counsellor/ Year Adviser/Deputy Principal/ Relevant Staff	Referral to special program ie: ARCO TREEHOUSE Formal caution Suspension Referral to counsellor Referral to police/ FACS/ CWU MRG completed. Student policy Restorative engagement program.
Communication and Records Procedure	Document all actions – Sentral as Minor Negative Incident (If behaviour is Bullying/Harassment). Upload report to Sentral as a file. Identify the bully and the target. Direct all involved to report further incidents of bullying/harassment to staff member. Send Sentral message if follow up is required. Provide 'Bullying is never ok' form. Level 1 bullying notification letter – signed by student and parent.	Parent contact Letter home – All relevant students Report recorded on Sentral [minor or major as appropriate], identified victim Provide 'Bullying is never ok' form.	Unacceptable Major report recorded on Sentral, identified victim Parent call/ phone call Formal Caution/ Suspension – long or short if appropriate Referral to counsellor / Treehouse / External Wellbeing services.
Please note: These levels are not absolutely set, as variation will exist with each incidence. Provocation by a student who has been bullied needs to also be taken into consideration.			

Appendix E: Guiding conversations when dealing with bullying questions

Key Questions

In order to ascertain if there is enough evidence to sustain the allegation of bullying, teachers can ask key questions.

To the person making the complaint

1. Who is being unkind, and to whom?
2. What has s/he been doing?
3. Was anybody else involved?
4. Has this ever happened before?

To the recipient or target

1. Who is being unkind to you?
2. What has s/he been doing?
3. Was anybody else involved?
4. Has this ever happened before?
5. How have you been responding?
6. How did this make you feel?
7. What needs to happen to make things right?
8. What can you do if this happens again?
9. Would you like to see the School Counsellor?

To the person named by complainant

1. Who have you been unkind to?
2. What were you saying or doing?
3. How do you think this may have made that person feel?
4. What do you think you can do to fix this situation?
5. Would you like to see the School Counsellor?

If the teacher establishes that there is enough evidence to sustain the allegation of bullying the Principal is informed as soon as possible to allocate a staff member to conduct an investigation. Arrangements are put in place to ensure that the students involved are not in direct contact until the investigation is complete.

What to do if you are being bullied

You have a right to feel safe and be safe. If you are being bullied here are some ideas about what you can do.

Talk to someone about it. Find a trusted friend, teacher or carer who will listen to how you feel, be supportive, and perhaps even help you work out what to do.

- Talk to your friends - they can help you tell a teacher or your parents or just to feel better.
- Talk to your parents - tell them all about what's been happening.
- Talk to your teacher or another staff member - tell them all about what's been happening. If you don't want to do this in public, make an excuse to see the teacher about something else, for example your homework.
- If you can't talk to someone face-to-face go online at Kids Helpline <http://www.kidshelp.com.au> or call a Kids Helpline counsellor on 1800 55 1800.

Try a few of the strategies that have worked for others. Only try these strategies if you are not in any immediate danger of being physically hurt and you feel confident you can do them

- Ignore the bullying - turn your back and walk away.
- Act unimpressed or pretend you don't care what they say or do to you. You could say 'okay, whatever' and walk away.
- Use strong, assertive statements, starting with the word 'I'; tell the other person 'I want you to stop that' in a strong confident voice. Practice this with your friends.
- Use 'fogging' which means making a joking or funny comment that makes the other person think you don't care about what they say.
- Ask your friends to speak up for you. And remember to do the same for them!

Try to stay positive. Focus on all the things that you do well, the people who like you and care about you. Write down your thoughts and feelings about the bullying to help you think clearly about what you can do.

Hang around with your friends and be with people who help you feel good about yourself. Good friends respect, encourage and support you. They care for your wellbeing and are fun to be around. You'll make new friends by respecting, encouraging and supporting others.

Try to sort out the problem behind the bullying. If you feel safe to do so, talk with the other people involved and ask them how you might be able to sort out the problem together.

For secondary school students



Bullying is

NEVER OK!

Tips for secondary school students who experience bullying

Bullying is deliberate verbal, physical and/or social behaviour intended to cause ongoing physical, social and/or psychological harm. Bullying can make you feel anxious, depressed and lonely. It can happen anywhere — in person, or online using various digital platforms and devices (this is called cyberbullying). It might be obvious to others or hidden.

Bullying in person or online might look or feel like being:

- repeatedly hurt physically, or verbally through abusive texts, emails, images, videos, or nasty gossip and chat
- excluded or ignored
- tricked or humiliated by fake accounts.

No one deserves to be bullied or hurt. You can choose to:

- treat others how you would like to be treated — with kindness and respect
- include others in games and chats
- only share information about others with their consent.



You have the right to feel safe and be safe. Here are some ideas about what you can do if someone is bullying you:

- Talk to someone you trust about it. Try to stay positive. Focus on things you do well.
- Act unimpressed or pretend you don't care what they say or do to you.
- Use strong, assertive statements if you are talking to them face to face, starting with the word 'I'; tell the other person 'I want you to stop that' in a confident voice. Practise this with your friends.
- Don't respond to online bullying, it usually just makes it worse.
- Protect yourself online by unfriending them or using privacy settings to block them.

It's okay to ask for help if you experience or see bullying. You can speak to:

- **a trusted person** — this could be a parent or carer, aunty, uncle or friend who will listen and be supportive
- **your teacher or principal** — they can give you support and advice about how to make it stop
- **eHeadspace** — they provide free online and telephone support and counselling to young people 12–25 and their families and friends
- **Kids Helpline** — they have counsellors available at any time who will listen and support you
- **the police** — call the police if you are in immediate danger
- **the eSafety team** — you can report serious cyberbullying (see the steps below).

Reporting cyberbullying

1. Keep a record

Take screenshots or photos of the cyberbullying content. You should also save or record evidence of the webpage addresses (URLs) or social media services where the content has been shared. Always record the time and date you collected the evidence. Read more about [collecting evidence](#).

2. Report and block

Report the cyberbullying to the platform where it took place. The [eSafety Guide](#) has reporting links for social media services, apps, games and websites. You can also use the platform or device settings to block the person who is cyberbullying you.

3. Make a complaint to the eSafety Commissioner

If you are under 18 (or helping someone under 18) and the social media service doesn't respond to your complaint within 48 hours, you can report seriously threatening, intimidating, harassing or humiliating online behaviour to the [eSafety Commissioner](#). The team there can help you have the cyberbullying content taken down and get you further support.

Important links

Bullying. No Way!	bullyingnoway.gov.au	Kids Helpline	kidshelpline.com.au
eSafety young people	esafety.gov.au/young-people	eHeadspace	headspace.org.au/eheadspace
eSafety Guide	esafety.gov.au/esafety-guide	Youth Law Australia	yla.org.au
eSafety Report	esafety.gov.au/report		