Cyber Bullying
Research and Trends

St Vincent’s P&F
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Tony O’Shea
Kerry Rowlands
The problem lies **NOT** with technology

**BUT**

With the **people** using the technology
• TODAY

• Around 200 million young people are being hurt by their peers 😞
Students who reported being bullied

Australian Covert Bullying Prevalence Study (ACBPS) (Pub 2009, CHPRC)

*all forms - every few weeks or more often
What is bullying?

- Repeated and unjustifiable behaviour
- Intended to cause fear, distress or harm to another
- Physical, verbal or relational
- By a more powerful individual or group against a less powerful individual who is unable to effectively resist
Definition of cyber bullying

Same fleas different dog...

Cyber bullying is when, over a period of time, an individual or a group use Information and Communication Technologies (ICT) to intentionally harm a person, who finds it hard to stop this bullying from continuing.

"On the Internet, nobody knows you're a dog."
Relationship to traditional bullying

• The internet does not cause bullying, it mirrors and magnifies it.

• It makes the bullying visible to adults using a medium that confounds adults

• It’s about student behaviour not technology…
Differences between cyber and offline bullying

- 24/7 access
- Broadcast, even repeatedly
- Anonymous
- No authority
- Not telling – punitive fears
- Nastiness/disinhibition

(Toxic cocktail?)
### DIFFERENCES

<table>
<thead>
<tr>
<th>BULLYING</th>
<th>CYBERBULLYING</th>
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<tbody>
<tr>
<td>• DIRECT</td>
<td>• ANONYMOUS</td>
</tr>
<tr>
<td>• Occurs on school property</td>
<td>• Occurs off school property</td>
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<tr>
<td>• Poor relationships with teachers</td>
<td>• Can have good relationships with teachers</td>
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**Physical:** Hitting, Punching & Shoving  
**Verbal:** Teasing, Name calling & Gossip  
**Nonverbal:** Use of gestures & Exclusion  

• Fear loss of technology privileges  
• Further under the radar than other bullying  
• Emotional reactions cannot be determined
In 2009 students who were cyber bullied were...

(Logistic regression*)

✓ 6 times more likely to feel disconnected to school

✓ 3 times more likely to feel lonely at school

✓ 7 times more likely to never feel safe at school

✓ 5-6 times more likely to experience greater socio-emotional difficulties and some depressive symptoms

*Controlling for gender, year level, SES, school size
Significant at 0.01 level of significance
In 2009 students who cyber bully others are...

(Logistic regression*)

✓ 7 times more likely to never feel safe at school

✓ 2-3 times more likely to experience greater socio-emotional difficulties and feelings of depression

✓ 3 times more likely to feel less connected to school

*Controlling for gender, year level, SES, school size
Significant at 0.01 level of significance
Web 2.0 101…
Where are they going?

Do you know where young people ‘hanging out’ these days?

http://internet-safety.yoursphere.com
Use of Social Networking Services (SNS)
Click and Connect Report (2009) n=819

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<th>12-13</th>
<th>14-15</th>
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<td>6%</td>
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Social Networking Sites
e.g. MSN, Facebook, Twitter

• Post personal information, photos, music and blogs (web logs)
• Communicate with people they know, their friends or others
• Some instant messaging capabilities
• Some believe adding large number of contacts to ‘buddy lists’ increases social status

Facebook has 400 million active users
500 billion mins per month are spent on Facebook
Teen speak

C&G (chuckle and Grin) DIKU (do I know you) DWB (don’t write back)
EOM (end of message) FOMCL (falling off my chair laughing)… G (grin)
GGP (gotta go pee) GOL (giggling out loud) HT (hi there) IHU (I hear you)
IRL (in real life) L8R (later) LTM (laugh to myself) LY (luv ya)
MUSM (miss you so much) NFG (no f*** good)
NP (no problem) PAW (parents are watching) PM (private message) S^ (S’ up)
SU (shut up) SWAK (sealed with a kiss) TCOY (take care of yourself)
TMI (too much information) UAPITA (you're a pain in the ass)
WFM (works for me) LOL laugh out loud YW (your welcome)
What’s going on?

- **Flaming** – heated exchange
- **Harassing** and threatening messages eg: “text wars”, “griefers”
- **Denigration** - sending nasty SMS, pictures or prank phone calls “Slam books” (websites or negative lists)
- **Impersonation** - Using person’s screen name or password eg: message to hate group w/ personal details
- **Outing or trickery** sharing private personal information, messages, pictures with others
- Posting “set up” images/video e.g. “happy slapping”
- **Ostracism** - Intentionally excluding others from an online group eg: knocked off buddy lists
- **Sexting** sharing explicit material by mobile phone
Asking an adult for help (2009)

(Australian Covert Bullying Prevalence Study, 2009)
Overall reported helpfulness of adult actions

- Listened to me: 1.7
- Gave me advice: 1.4
- Checked in with me afterwards to see if the behavior stopped: 1.3
- Kept up increased adult supervision for some time: 0.8
- Used punishments for the other student(s): 0.8
- Sat down with me and the other student or students together: 0.7
- Said they would talk with the other student or students: 0.7
- Talked about the behaviour in class more than once: 0.7
- Brought in a speaker: 0.6
- Talked with the whole class or school about the behaviour: 0.6
- Told me to solve the problem myself: 0.3
- Told me that if I acted differently this wouldn't happen to me: 0.3
- Ignored what was going on: 0.3
- Told me to stop tattling: 0.2
Mobilise bystanders our best chance...

- The majority of peer interventions are effective, with the bullying stopping within 10 seconds of peer intervention (Hawkins et al., 2001)

- Reconciliation occurred when bystanders intervened and less when teacher intervened. (Fujisawa et al, 2005)

- Students who are ‘defended’ are better adjusted, and report less peer-reported victimisation one year later (Sainio, Veenstra, Huitsing, & Salmivalli, 2009)
Steps Taken by St Vincent’s

Everybody at St Vincent’s has the right to feel safe. Therefore bullying behaviour is unacceptable.

Prevention program

• Mercy Qualities programme units on Quality Relationships, Responsibility, Care and Compassion, Spirituality and Faith, Honesty, Integrity and Trustworthiness, Understanding, Tolerance and Inclusion, Dignity and Justice, Stewardship and Embracing Life. Information has appeared regularly in the newsletter about these qualities.
• Digital citizenship programmes
• Parent workshop prior to laptop deployment
• Friendly Schools & Families, a research based programme developed by Edith Cowan University in Western Australia.
Proactive procedures

- Staff Monitoring at break times
- There are 13 teachers on duty at each of the breaks (morning tea and lunch) as well as 2 members of the Leadership Team on call.
- Identification of ‘hot spots’.
- All staff trained in Restorative Practices
- Referral processes to the office with incidents involving violence or bullying
- Staff easily identifiable (wearing orange vests) to students in the playground
- Parent Information – newsletter, website & parent sessions
Early intervention strategies

- Children can speak to teacher on duty or class teacher
- Referral and reporting strategies known to staff and parents (Liaison Person)
- Monitoring of reported incidents
- Student Support Team (including parents) to develop strategies to help individual children
- Behaviour Support Plan for students experiencing difficulty managing own behaviour
- Range of consequences including withdrawal from playground, removal from class (internal suspension, removal from school (external suspension), removal of right to represent school
Whole School Intervention

Friendly Schools & Families Whole-School Pack
Restoration of well-being

- St Vincent’s School supports Restorative Practices, a process which helps young people develop empathy, resolve conflict and mend relationships.
- All staff have been trained in Restorative Practice methods and all teachers completed two days of training and follow up sessions each year.

Some parents are unaware of the full implications of Restorative Practices and others may see them as ‘going soft’. However properly used, Restorative Practices have benefits for victims of bullying, the bullies and the whole school community.
Restorative Justice Outcomes

Victims
- Victims needs are no longer ignored
- Victims may get answers to their questions
- Victims can tell their story
- Victims can participate in the resolution

Bullies
- Bullies face up to the consequences of their actions and are encouraged to take responsibility for their actions
- Bullies can tell their story.
- Bullies must do something positive to pay back the victim and the community.

The School Community
- The School Community is involved in reducing bullying
- School safety is addressed in a positive way
It is important that everyone knows the school’s policy in relation to bullying and work with us to eliminate it from our school. We are committed to having a safe school, to following due process and natural justice principles and to treating all students with dignity and compassion. There are a range of serious consequences for bullying at St Vincent’s that are implemented fairly and consistently. We are very fortunate that bullying is not an overwhelming issue at St Vincent’s but as a school community (students, parents and staff) we need to work hard to ensure that bullying has no place at St Vincent’s.