

# Cyber Bullying Research and Trends

St Vincent's P&F  
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Relationships, Relationships, Relationships

**The problem lies **NOT**  
with technology**

*BUT*

**With the **people** using  
the technology**

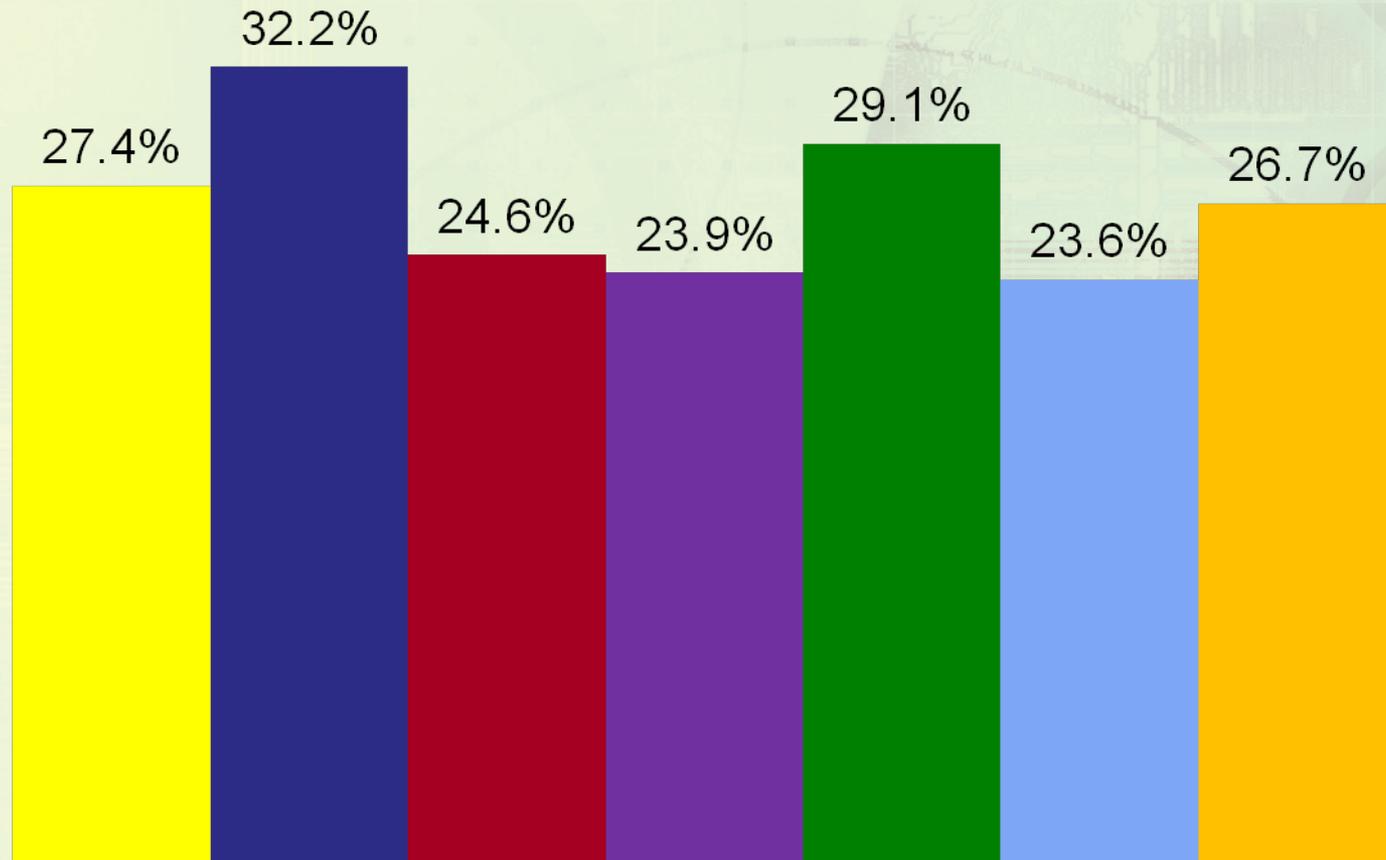
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- TODAY
- Around **200 million** young people are being hurt by their peers ☹️

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# Students who reported being bullied

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



■ Year 4 ■ Year 5 ■ Year 6 ■ Year 7 ■ Year 8 ■ Year 9 ■ Year 10

\*all forms - every few weeks or more often

# What is bullying?

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- **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

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# 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.



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# 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...

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# Differences between cyber and offline bullying



cyberbullying  
hurts

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

(Toxic cocktail?)

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# DIFFERENCES

## BULLYING

- DIRECT
- Occurs on school property
- Poor relationships with teachers

**Physical:** Hitting, Punching & Shoving

**Verbal:** Teasing, Name calling & Gossip

**Nonverbal:** Use of gestures & Exclusion

## CYBERBULLYING

- ANONYMOUS
- Occurs off school property
- Can have good relationships with teachers
- 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>

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# Use of Social Networking Services(SNS)

Click and Connect Report (2009) n=819

	Age ( of Child)				
	8-9	10-11	12-13	14-15	16-17
<i>Sample</i>	106	87	182	222	222
Bebo	3%	7%	21%	34%	30%
<b>Clubpenguin</b>	<b>21%</b>	<b>25%</b>	15%	6%	2%
Facebook	11%	13%	36%	59%	63%
<b>MSN</b>	<b>20%</b>	<b>42%</b>	<b>64%</b>	<b>80%</b>	<b>83%</b>
MySpace	4%	9%	42%	66%	78%
Any other site like these	3%	4%	6%	4%	6%
Never used a SNS	63%	36%	20%	6%	3%



# 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

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**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)

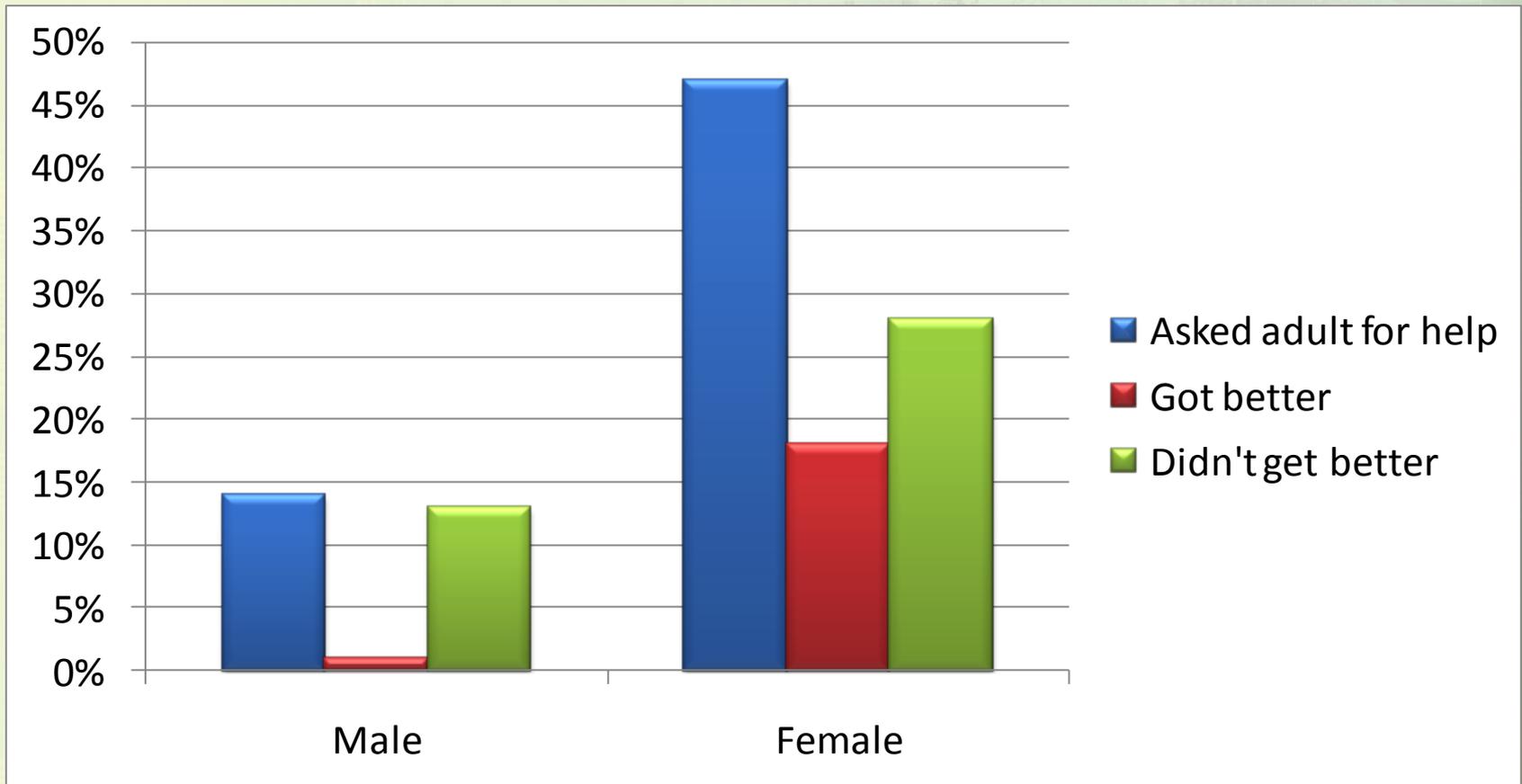
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# What's going on?

- **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

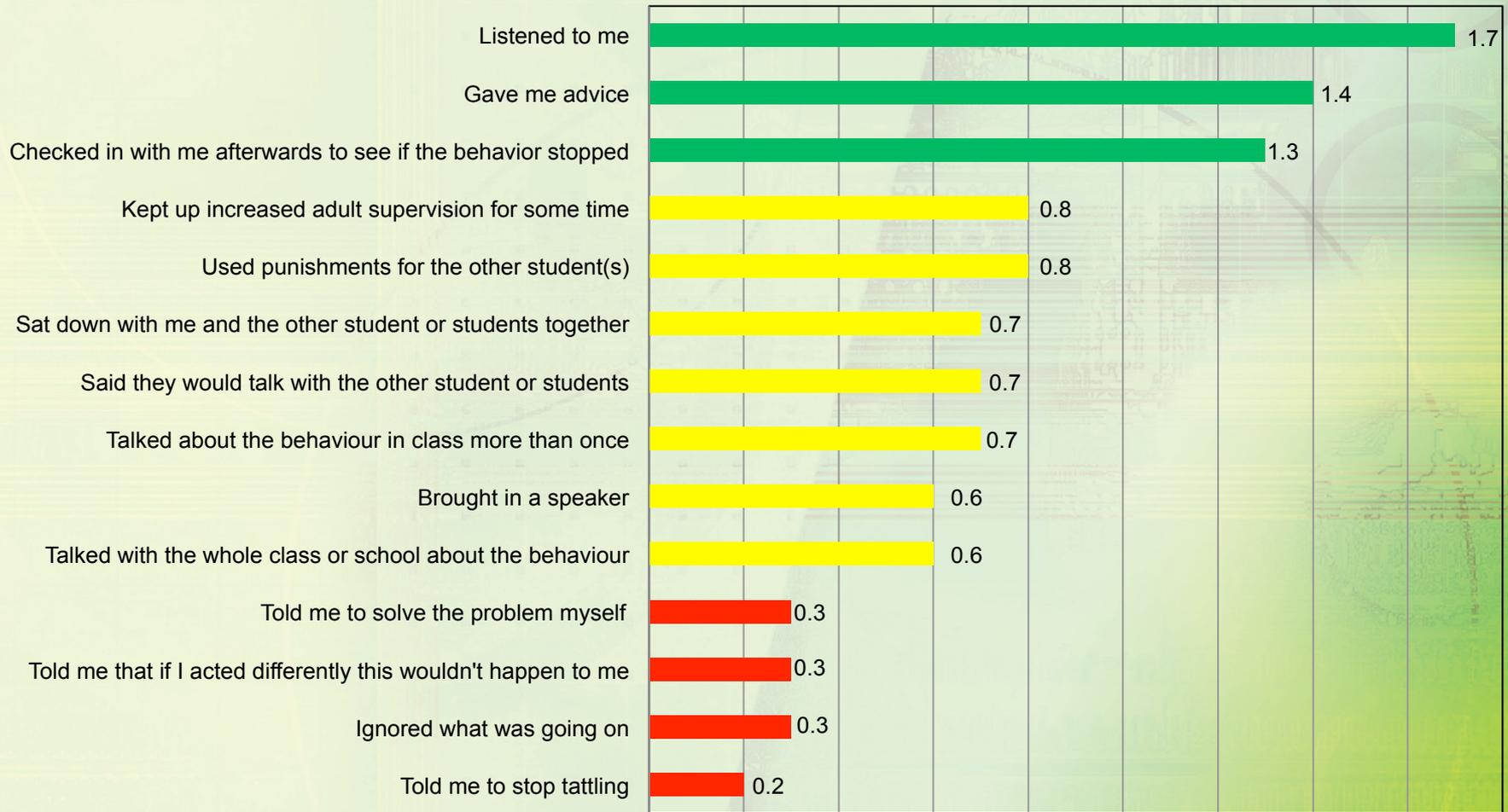
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# Asking an adult for help (2009)



;-) (Australian Covert Bullying Prevalence Study, 2009) :- ( :-r :-)

# Overall reported helpfulness of adult actions



Davis, S. & Nixon, C. (2010). The Youth Voice Project. Retrieved on 22 September 2010 from <http://www.youthvoiceproject.com/YVPMarch2010.pdf>



# 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

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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.

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# Good practice for St Vincent's

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## 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

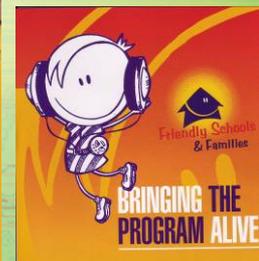
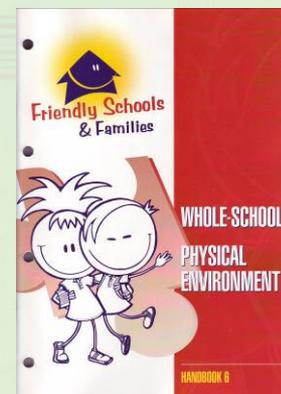
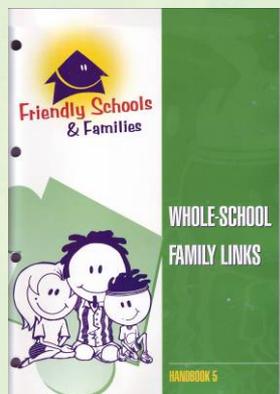
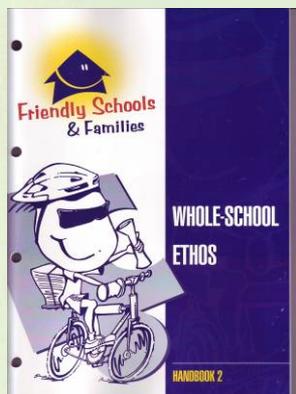
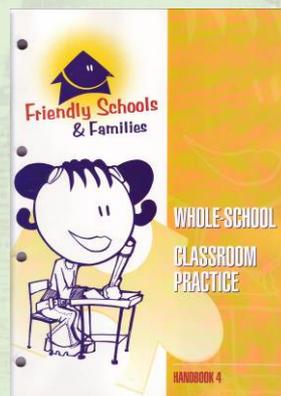
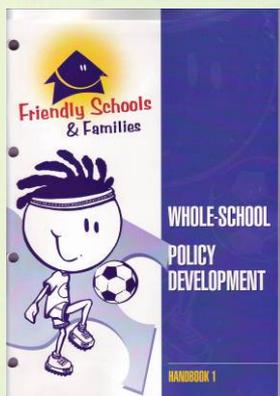
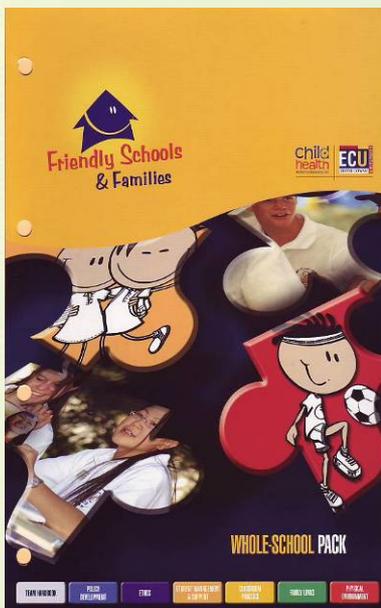
# Early intervention strategies

- 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

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# Whole School Intervention

## Friendly Schools & Families Whole-School Pack



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# 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.

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# 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



ST VINCENT'S PRIMARY SCHOOL  
*A place of shared stories and vibrant memories*



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.

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