

eSafety Overview and Context

Summary

Building positive relationships is key to preventing online incidences. Prevention includes:

- assertiveness training
- building resilience and confidence
- how to be a supportive bystander
- conflict resolution
- social skills development

eSafety needs to be a part of everyday conversation. Key respectful relationship skills can be applied to the online space.

These encompass: Respect, responsibility, critical thinking, resilience and empathy.

It is important that you and your school community feel empowered to be leading these conversations with young people.

These conversations are vital to:

- establishing and managing relationships
- building empathy
- promoting and fostering an inclusive, diverse and supportive environment.

Respectful relationships training includes:

- developing skills to know how to develop new relationships
- managing relationships – recognising unsafe relationships and actions that support relationships
- developing appropriate responses and demonstrating empathy
- recognising and practising inclusivity and diversity.

Vulnerable Youth

- Face the same situations others experience online but how they react may be different
- Threats may be retaliated with even more threats. Things can escalate quickly.
- The notion of permanence is not always understood.

Online risks faced by young people include:

- Cyberbullying, harassment/stalking, taking, sending, receiving explicit images, accessibility of online pornography, grooming, ideological persuasion, personal data exploitation and misuse. Sexting is perceived as common among young people but the eSafety research shows that only 5% of 14-17 year olds have sent a nude or semi-nude image of themselves.

Action planning

- consider reviewing and bookmarking the eSafety Guide
- consider how online incident data is collected and managed at your school.

Resources

eSafety Issues

esafety.gov.au/esafety-information/esafety-issues

State of Play - youth, kids, digital dangers. Office of the eSafety Commissioner, 3 May 2018.

esafety.gov.au/about-the-office/research-library

Connected homes and technology usage

esafety.gov.au/about-the-office/research-library/digital-families-connected-home-and-technology-usage

Negative online experiences

esafety.gov.au/about-the-office/research-library/state-of-play-negative-online-experiences

Connecting and Sharing Online

esafety.gov.au/about-the-office/research-library/state-of-play-connecting-and-sharing-online

Identifying, managing and reporting cyberbullying

Summary

National definition of bullying for Australian schools:

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.

Retrieved from bullyingnoway.gov.au/WhatIsBullying/Documents/definition-of-bullying.pdf

Bullying and Cyberbullying impacts

Bullying impacts 1 in 4 students

Source: bullyingnoway.gov.au

Cyberbullying impacts 1 in 5 students

Source: esafety.gov.au

eSafety provides support and a safety net for cyberbullying. Serious cyberbullying can be identified as:

- seriously threatening, harassing, intimidating and/or humiliating.

Cyberbullying is complex with different behaviours and multiple platforms being used. It is important to have a structured approach to managing an incident and to keep a detailed record of your discussions and actions.

1. Is there a story behind the bullying?
2. Where is it happening?
3. How is it impacting the student/s?
4. How can I support the students?

It is important to provide support to all parties involved in the bullying. Support can include:

- listening carefully and being non-judgemental
- letting them know you're here to help
- finding out information and recording it in an objective way
- guiding the students in their decision making
- helping them use the reporting tools available
- encourage them to talk to their support network and parents/caregivers
- directing them to the right support agency.

Challenges of dealing with cyberbullying

- Impact in the classroom
- Pervasive and persistent
- Reporting issues
- Gender differences
- Social norms
- Fast moving technology
- Often covert.

Encourage students to review and discuss social media guidelines to identify the types of behaviours that are prohibited including:

- Stealing skins
- Impersonating
- Repeated unwanted contact
- Offensive or illegal content

When addressing online bullying behaviours it is important to report up. Incidents can be complex and often there is a fluid relationship between the targeted person and the person who is displaying the bullying behaviour. Reporting up is a way to seek further guidance from the appropriate person/s if in doubt about an incident which has been reported. [eSafety Parents Guide](#) provides practical tips and advice to parents.

In Australia, there are both Commonwealth cyberbullying laws that apply to everyone, but there are also specific State laws. In 2014 for example, the Victorian parliament passed sexting laws that differ to other states. For laws specific to your state refer to [Youth Law Australia](#).

All states have different legislation related to a school's duty of care. Refer to your state education jurisdiction for more information.

Helpful bystander/upstander behaviours include:

- balancing or countering hurtful comments indirectly – creating positive vibes
- refusing to forward harmful online material
- helping the person targeted report the bullying to social media or eSafety
- telling a teacher or trusted adult.

Action planning

- review your school's policy that refers to duty of care
- suggest to school leadership the inclusion of the eSafety reporting process in existing policy.

Resources

Flowchart: Pathways for supporting and reporting eSafety issues

Reporting to eSafety

esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying

Managing a negative experience online

esafety.gov.au/about-the-office/research-library/state-of-play-negative-online-experiences

Collecting evidence and how to take screenshots

esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/collecting-information

Young and eSafe

esafety.gov.au/education-resources/classroom-resources/young-and-esafe



Supporting and promoting positive spaces

Summary

Developing emotional strength and building resilience strategies in young people involves:

- acknowledging the challenge and stressor
- using problem solving techniques to resolve the issue
- seeking support to gain an alternative viewpoint on the issue
- implementing self-care strategies
- gaining sufficient distance from the problem to alleviate some of the pressure
- recognising that everyone makes mistakes

Be an ally to the young people you work with and take time to understand the motivation and the issues including:

- exploring the tech and stay informed
- asking young people appropriate questions
- walking alongside, let the young person guide.

Students need support when things go wrong online, and it is important that students are equipped with the tools to solve their everyday issues. The decision-making wheel is from the 'social and digital challenges' workshop from the Yes Project (see resources) and is a tool to guide students to know what to do in difficult situations.



The wheel can be used to consider which resources (including personal strategies and networks, school policies and procedures, and the eSafety 's reporting pathways) to apply to certain situations.

In face to face bullying situations, students have the option of walking away. This can provide psychological relief for them. In an online environment the equivalent is using settings to control what comes into feeds and reviewing:

- privacy & security settings
- content management settings.

You can also help students to manage and delete comments or filter comments or people.

Focus on the behaviour and not the technology.

The eSafety Commissioner works with mental health providers because of the intersection between mental health and online behaviours. It has developed the [online safety and wellbeing directory](#), a rich source of support and referral agencies to provide to young people.

Leveraging special days and events can raise awareness of online safety in your wider community.

Examples may include:

- Hosting events around initiatives such as Safer Internet Day, National Day of Action against Bullying and Violence and/or National Child Protection Week.
- Promoting online safety through a social media campaign.
- Organising a school movie night to show an age-appropriate documentary.
- Booking a virtual classroom for your upper primary students.

Action planning

- Conduct an environmental scan of current wellbeing initiatives in your school
- Include eSafety messages in existing school events and celebrations
- Seek new opportunities to engage with the community to promote positive eSafe practices.

Resources

Be Deadly Online considers the culture and specificities of Aboriginal and Torres Strait Islander (ATSI) communities as well as drawing on language that more effectively relates to ATSI students. It includes 3 animations related to cyberbullying, sexting and social networking.

Rewrite Your Story Eight 2 minute videos based on real life experiences of cyberbullying. Includes advice and support from, and for, young people, information on how to report, and links to the eSafety cyberbullying reporting form. The package includes lesson plans, activities and conversation starters.

Young and eSafe lesson plans are designed to help young people create a positive online world, with practical exercises to reinforce respectful and responsible online behaviours. Lesson plans, targeted at years 9 and 10, cover: critical thinking, empathy, respect, resilience, and responsibility. These lessons are supported by the Young and eSafe website, a space for students to explore and develop online safety skills.

The Yes Project is a workshop-based digital and social health program that encourages young people to act as positive leaders and supportive friends in all their social spaces, especially online. The Yes Project includes an educator guide, workshop handbook and resources.

Safer Internet Day kit for schools

esafety.gov.au/saferinternetday#resources

Primary classroom resources

esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-primary-schools

Secondary classroom resources

esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-secondary-schools

Virtual Classrooms

esafety.gov.au/education-resources/outreach/virtual-classrooms

