

Responding to online safety incidents

an eSafety professional learning presentation for schools

eSafety Toolkit for Schools

Creating safer online environments



This presentation aims to help schools deliver online safety professional learning for staff. We recommend this professional learning is completed after the initial session on [Responding to online safety incidents](#).

At the end of the presenter notes, there are scenario cards that are to be cut out, distributed to the groups and used to complete the activities on the slides.

Suggested solutions have not been included as the approach to resolve the problem presented in each scenario will vary depending on context. In formulating a solution, consider whether a strengths-based approach would improve outcomes. This approach focuses on enhancing student capabilities and addressing deficits, rather than focusing solely on the incident at hand.

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The slides and scenario cards can be used in a workshop format, during staff meetings or at a planning day to prompt discussion about working with parents/carers after an incident.

Download the eSafety [Tips for parents/carers after an online safety incident](#) resource to help participants complete the activities.

Consider incorporating any relevant school/sector policies or procedures into the presentation.

Presenter notes for Presentation 2

Slide	Notes for presenter	Timing
1. Title slide	<p>Today's professional learning was developed by the eSafety Commissioner. It's designed to help schools look at how they can work with our parents and carers after online safety incidents.</p> <p>At end of this presentation you will have:</p> <ul style="list-style-type: none"> • have greater confidence to engage with parents if an online safety incident occurs • have greater knowledge about eSafety resources that support schools as they respond to incidents • have reflected on current practice to inform future practices. <p>Before we begin, I wanted to note that if anything in this presentation causes distress, please feel free to leave the room and follow up with the appropriate supervisor or support at school.</p>	-
2. Setting the context	<p>It can be difficult for parents to know what to do after they have been made aware of an incident.</p> <p>This doesn't change whether their child has been the target, a bystander or the instigator.</p> <p>Emotions can run high and, if an incident is not treated with care, things can quickly escalate.</p>	5 min
3. Activity	<p>Today's session will include various online incident scenarios. The focus is on communicating with, supporting and advising parents.</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Divide participants into small groups and distribute scenario cards. 2. Prompt participants to think about how to respond by asking them to consider how they would work with the parents/carers in the scenario. 3. Ask participants to discuss their scenario and responses in groups. Participants should use eSafety's Information for parents/carers after an online safety incident. Remind participants to consider school or sector policies, where applicable, when thinking about their response. 4. Invite each group to present their findings. There may not be definitive answers to all scenarios. The goal is to identify what good practice might look like. 5. Once groups have shared their responses, also ask them to share tips and strategies. 6. As a group, discuss the strengths of various responses and areas for improvement. <p>Important note</p> <p>Some of the scenarios may raise issues that should be discussed with a school leader, sector advisor or legal team.</p>	5 min

Continued on next page.

Slide	Notes for presenter	Timing
4. Question 1 How would you work with the parents/carers in your scenario?	<p>Discuss the question in groups.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • Should the young person have the opportunity to tell their parents themselves? Remember, staff should follow their school's policy and procedures, informing and involving parents/carers as soon as reasonably possible, unless there is a good reason not to. An example of this is if it puts the student at further risk or hampers a possible police investigation. • Are all parents/carers aware of the school incident and complaints reporting procedures? • Is there an age restriction for the social media service used? 	5 min
5. Response to Question 1	After the group discussion, ask the groups to present their answer (approx. 1-2 minutes for each scenario).	5 min
6. Respo	<p>Ask participants:</p> <ul style="list-style-type: none"> • Who agrees? • Who would have done something different? Why? • How would this work in our school? <p>Things to consider:</p> <ul style="list-style-type: none"> • If the incident occurred on an app with an age restriction, address the wellbeing issues before pointing out that the student should not be on the app in the first place. • Having a school community engagement plan and developing a school charter of commitment to online safety can help to encourage safe, responsible and respectful online behaviours in your school community. • If a child has used technology inappropriately, support them to take responsibility for their actions. You can also provide ideas to help them resolve the issue. • Keep parents in the loop to ensure clarity and understanding about actions and outcomes. 	10 min
7. Wrap up	<ul style="list-style-type: none"> • What have you learnt today? • Do we need to change the way we communicate with our parent community? • Do we need more training in this area? 	5 min
8. Final slide		Total 45 min

Secondary scenarios



Secondary scenario 1

Charlie makes inappropriate remarks about Yoshi's ethnicity on Yoshi's social media profile. Yoshi is confident and assertive and informs Charlie that the behaviour is disrespectful. Yoshi reports the incident to the class teacher. Charlie is currently struggling with being new to the school and having difficulties fitting in.

Relevant eSafety Toolkit resources:

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Prepare 5:** Tips for responding to incidents that happen outside school hours

Secondary scenario 2

Sam's nude/sexual image is taken and shared on a website. Sam only shared it with his girlfriend Jessie, but that relationship ended and Jessie shared the image

Relevant eSafety Toolkit resources:

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 4:** Guide to responding to the sharing of explicit material
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 9:** Post-incident checklist

Secondary scenario 3

Ava approaches you five minutes after the bell on Friday to tell you that someone has uploaded a photo to a group chat. It appears to be her face on a nude body. She is distraught and adamant that the images are not her — they have been photoshopped. Ava's parents are quite strict and she is worried about their reaction.

Relevant eSafety Toolkit resources:

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 4:** Guide to responding to the sharing of explicit material
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

Secondary scenario 4

Jun discloses that he has seen videos on a popular social media platform of another student taking drugs and looking disoriented while in school uniform. The student had been participating in dares with a group of friends and this was one of the dares.

Relevant eSafety Toolkit resources:

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 3:** Guide to responding to serious online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

Secondary scenario 5

Sloane, who is 14, has a cognitive impairment. Sloane thinks that 'everyone' shares nudes and shared a nude photo with a friend, unaware that this is inappropriate. Sloane's mum finds out. She has a good relationship with Sloane's homeroom teacher and asks the teacher what to do.

Relevant eSafety Toolkit resources:

- **Engage 2:** Activities for students to take the lead in online safety
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 4:** Guide to responding to the sharing of explicit material
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

Secondary scenario 6

James has recorded and uploaded a private conversation with friends where they ridiculed and made disparaging and defamatory remarks about a teacher. It has been shared widely and the teacher is very upset.

Relevant eSafety Toolkit resources:

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 5:** Guide to responding to cyber abuse that targets staff
- **Educate 6:** Tips for supporting staff wellbeing online

Secondary scenario 7

You discover that one of your students has sent threatening messages, emails and posts to another student – Esther – including inciting her to commit suicide. Esther's friend Henry tells you that she is frightened, angry and upset by the messages.

Relevant eSafety Toolkit resources:

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 3:** Guide to responding to serious online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 9:** Post-incident checklist

Secondary scenario 8

Nazma is changing in the sports room. While she is not wearing her hijab, Amal takes a photo of her and posts it to Instagram. Nazma is furious and upset, as are her parents.

Relevant eSafety Toolkit resources:

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 4:** Guide to responding to the sharing of explicit material
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

Primary scenarios



Primary scenario 1

Luca was using his phone on the bus home from school and invited those around him to look at some violent images. The parent of an upset child has sent you an email letting you know about the incident.

Relevant eSafety Toolkit resources:

- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 3:** Guide to responding to serious online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

Primary scenario 2

On the way to the school bus, Jesse pushed Marko to the ground while threatening and verbally abusing him. A group of students were watching. One student recorded the incident on his phone and posted it to social media.

Relevant eSafety Toolkit resources:

- **Respond 1:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 3:** Guide to responding to serious online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

Primary scenario 3

Ryder has repeatedly teased and harassed Hamid on a popular 13+ social media platform. Hamid's parents come to school, asking what to do.

Relevant eSafety Toolkit resources:

- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident

Primary scenario 4

You are informed that Seamus, a year 5 student, has been producing and uploading 'how to play Roblox videos' on a video sharing platform. In the videos, Seamus is in his school uniform and swearing. Seamus has quite a large following online, some who appear to be unknown to him. A parent, who has seen the videos, has raised concerns about privacy and inappropriate language.

Relevant eSafety Toolkit resources:

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 7:** Tips for parents/carers after an online safety incident

Primary scenario 5

Jax posted a video of herself dancing on a video sharing app after school hours. Followers, mostly from school, teased and shamed her. Jax was extremely upset. The incident led to fighting in her friendship group and people taking sides.

Relevant eSafety Toolkit resources:

- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident

Primary scenario 6

Students have discovered a new online team spelling challenge which allows them to invite people to join their team. The choice of members is random and depends on who is online at the time, anywhere around the world. Lou tells you that one of the players is asking unusual questions — directed at a number of students from your school. She knows that some of her classmates interact with this person on other platforms.

Relevant eSafety Toolkit resources:

- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 7:** Tips for parents/carers after an online safety incident

Primary scenario 7

Georgia has encouraged some members of a large friendship group to join a secret closed group. One of the members of this group is upset by the conversations that include ridiculing those not in the closed group chat. The student doesn't know what to do as they are nervous of the consequences if Georgia finds out.

Relevant eSafety Toolkit resources:

- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Engage 2:** Activities for students to take the lead in online safety

Primary scenario 8

Your students are using the school's learning management system to collaborate on a piece of work. Over the course of a week, Jay makes mean and hurtful comments about Costa's work. You speak to the whole class about respectful collaboration and talk to Jay privately. After telling them how upset he feels, Costa's parents come in to make a complaint.

Relevant eSafety Toolkit resources:

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Prepare 4:** Guidelines for social media use, video sharing and online collaboration