

# National Student Wellbeing Program (NSWP)

## Summary sheet 1

### eSafety overview and context

This program is designed to support student wellbeing and help integrate online safety into student programs.

Building positive and respectful relationships is key to preventing online incidents and this webinar has been designed to support proactive education and prevention.

Participants will explore ways of developing:

- **social and emotional skills**
- **assertiveness skills**
- **help-seeking and upstander behaviour**
- **resilience skills.**

#### Online safety needs to be included in everyday conversations.

Students need to be encouraged to use respectful relationship skills in the online space. This means being respectful, taking responsibility, thinking critically, and showing resilience and empathy.

It is important that school communities feel empowered to lead these conversations with children and young people.

#### These conversations are vital to:

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

#### Education about respectful relationships should give students the tools and knowledge to:

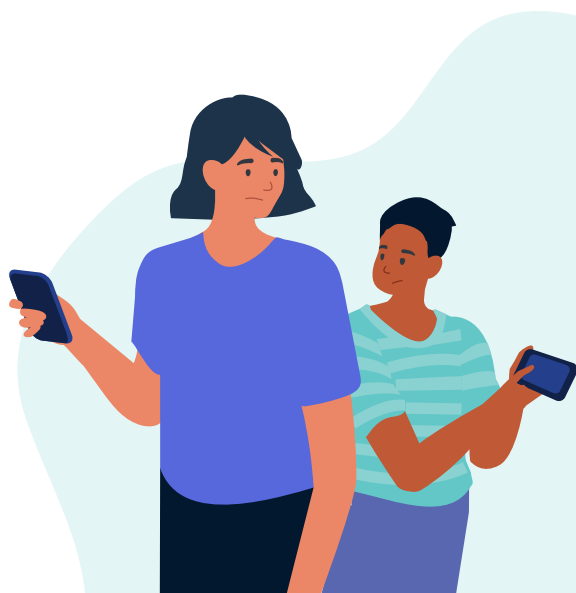
- develop and manage relationships
- recognise unsafe relationships
- form appropriate responses and demonstrate empathy
- recognise and practise inclusivity and diversity.

#### Young people can face a range of online issues including:

- cyberbullying
- online harassment or stalking
- image-based abuse (when someone shares or threatens to share an intimate image or video without the consent of the person shown)
- exposure to pornography
- risk of child grooming
- exploitation or misuse of personally identifiable information.

#### Additionally, vulnerable young people:

- face the same situations others experience online but might react differently
- may retaliate with even more threats.



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### Action planning

- Consider reviewing and bookmarking [The eSafety Guide](#) which has information about the latest games, apps and social media and how to protect information.
- Consider how online incident data is collected and managed at your school. [The eSafety Toolkit for Schools](#) has guides and checklists to help schools to effectively assess and respond to online incidents.

### Related resources

- [Key issues](#) – the latest information from eSafety about how to deal with common online safety issues.
- [Mind the Gap](#) – research that explores the opportunities and risks that the internet presents for children in Australia.
- [Digital lives of Aussie teens](#) – research about how young people deal with negative online experiences.
- [Youth and digital dangers](#) – research into how young Australians deal with the challenges they face online.



# National Student Wellbeing Program (NSWP)

## Summary sheet 2

### Managing and identifying bullying and cyberbullying

#### National definition of bullying for Australian schools

Source: [bullyingnoway.gov.au/understanding-bullying](https://bullyingnoway.gov.au/understanding-bullying)

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that is intended 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, on 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 impacts 1 in 4 students

Source: [bullyingnoway.gov.au](https://bullyingnoway.gov.au)

#### Cyberbullying impacts 1 in 5 students

Source: [esafety.gov.au](https://esafety.gov.au)

#### Cyberbullying can be reported to eSafety and they can investigate behaviour that's seriously threatening, harassing, intimidating and/or humiliating.

It's important to have a structured approach to managing an incident and to keep a detailed record of your discussions and actions.

Cyberbullying can be complex, given different behaviours and multiple platforms are being used. You might ask:

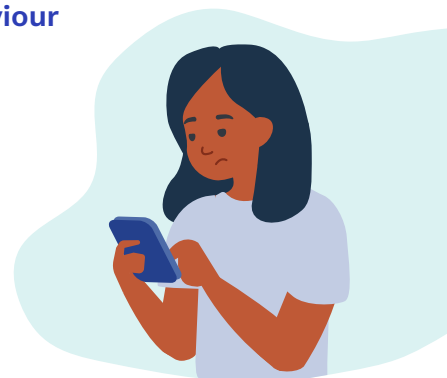
1. Is there a story behind the bullying?
2. Where is it happening?
3. How is it impacting the students involved?
4. How can I support the students involved?

#### It's important to support all students involved in a bullying incident.

- Listen carefully and avoid being judgemental.
- Let them know you're there to help.
- Find out and record information about the cyberbullying in a safe and objective way.
- Guide them in their decision making.
- Help them to use the reporting tools available.
- Encourage them to talk to their support network and parents/caregivers.
- Direct them to the right support agency.

#### Dealing with cyberbullying can present several complex challenges due to:

- the nature of the harmful behaviours – they are often pervasive, persistent and covert
- intersectional factors that can influence and exacerbate the harm caused
- the fast-moving nature of technology that can affect visibility and understanding of the harm caused.



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

- impersonating
- the sharing of offensive or illegal content
- repeated unwanted contact.

When addressing online bullying behaviours, it's important to 'report up' and get help from those around you. Incidents can be complex and there is often a fluid relationship between the targeted person and the person who is displaying the bullying behaviour.

'Reporting up' is a way to get helpful guidance and advice from the appropriate person/s about an incident.

In Australia, there are both Commonwealth cyberbullying laws that apply to all states, as well as specific laws that apply to each state. For laws specific to your state, refer to [Youth Law Australia](#).

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

### Encourage 'upstander behaviour' like:

- balancing or countering hurtful comments indirectly and creating positive interactions
- refusing to forward harmful online material
- helping the person targeted to report the bullying to the platform 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 that eSafety's reporting process is included in existing policy.

## Related resources

- [Reporting to eSafety](#) – the steps to take to report cyberbullying to eSafety.
- [How to collect evidence](#) – why it's important to collect evidence and what evidence to save.
- [Youth and digital dangers](#) – insights into how young Australians deal with the challenges they face online.
- [Young and eSafe](#) – a classroom resource with short videos and web content designed to help young people create a positive online world and reinforce respectful and responsible online behaviour.
- [Online safety book](#) – a guide for parents and carers providing practical tips and advice about reporting and getting help.



# National Student Wellbeing Program (NSWP)

## Summary sheet 3

### Supporting and promoting positive online environments

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

- acknowledging the challenge and the issue causing stress (the stressor)
- using social and emotional skills (for example, problem-solving techniques)
- seeking support to gain an alternative viewpoint
- implementing self-care strategies
- creating a sufficient distance from the problem to alleviate some of the pressure
- recognising that mistakes happen and it's important to learn from them.

#### Become an ally for your students and take time to understand some of the online issues they're facing.

- Understand the tech they're using and stay informed.
- Ask appropriate questions.
- Allow the child or young person to create and decide upon solutions.

Students need support when things go wrong and it's important they are equipped with the skills and strategies to solve everyday online issues.

The decision-making wheel from eSafety's [YeS Project classroom resource](#) can help to guide students through challenging situations.

The wheel can be used to consider which resources to use in different situations. This could include, using their own personal strategies and networks, school policies and procedures, or eSafety's [reporting pathways](#).

In face-to-face bullying situations, students may have the option to walk away - to support themselves and their own wellbeing.

An equivalent online response might include choosing to:

- use content management settings to control what comes into feeds
- review privacy and security settings
- manage and delete comments or filter comments or people.

#### Focus on the behaviour and not the technology.

eSafety works with mental health and wellbeing providers. The eSafety website has a [directory of counselling and support services](#) that includes specialist services for children and young people.

Leveraging special days and events can raise awareness of online safety in your wider community, as part of an ongoing whole-school approach.

You might consider:

- hosting events to support initiatives like Safer Internet Day, National Day of Action against Bullying and Violence and National Child Protection Week
- promoting online safety through a social media campaign
- booking an eSafety [Virtual Classroom webinar](#) for primary students
- having students complete a student voice survey from eSafety's [Toolkit for Schools](#).



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## Summary sheet 3

### Action planning

- Conduct an environmental scan of the current wellbeing initiatives in your school.
- Integrate eSafety messages when you're holding school events and celebrations.
- Find new opportunities to engage with the community to promote positive online safety practices.
- Encourage wellbeing and curriculum leaders to collaborate for a whole-school approach to online safety.

### Related resources

#### Primary resources

- [Online Boundaries and Consent](#) – a suite of activities designed to support students to learn about online consent and permission, and how to define online boundaries.

#### Secondary resources

- [Be Deadly Online](#) – a series of animated videos designed for First Nations people using culturally aligned language and relevant themes to engage students. Topics include cyberbullying, sexting and social networking.
- [Rewrite Your Story](#) – a collection of videos that features stories 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](#) – a suite of lesson plans designed for educators to help young people create a positive online world, with practical exercises to reinforce respectful and responsible online behaviours. Activities focus on the development of critical thinking, empathy, respect, resilience, and responsibility.
- [The YeS Project](#) – a workshop-based digital and social health resource that encourages young people to act as positive leaders and supportive friends online. The resource includes an educator guide and workshop handbook.

#### Other resources

- [Classroom resources for primary students](#)
- [Classroom resources for secondary students](#)
- [Classroom video library](#)

