



Submission to the Anti-Bullying Rapid Review

eSafety Commissioner

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Introduction

The eSafety Commissioner (eSafety) welcomes the opportunity to make a submission to the Australian Government's [Anti-Bullying Rapid Review](#).

eSafety shares the Anti-Bullying Rapid Review Taskforce's concerns about the significant detrimental impacts of bullying, including cyberbullying, in schools, and its intersections with a wide range of other harms experienced by children and young people.

This submission focuses on responding to specific consultation questions set out in the [Consultation Paper](#), acknowledging the defined scope for the review as detailed in the [Terms of Reference](#).

In making this submission we note:

- The Anti-Bullying Rapid Review uses the definition of bullying by [Bullying. No Way!](#) Bullying is “an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical 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) behaviour. Bullying behaviour is repeated or has the potential to be repeated over time” (Bullying No Way, 2024).
- Our submission focuses on cyberbullying, given eSafety's remit is focused on online harms and online safety. Cyberbullying is a form of bullying. There are many definitions of cyberbullying, both legislative and non-legislative. Different definitions are used in different contexts.
- In this submission we take a broad view of cyberbullying to assist the Review in understanding its breadth and various manifestations. Cyberbullying can take many forms, including posting mean comments or messages, excluding or ignoring someone, tricking or humiliating them through fake accounts, or sharing a photo or video that will make them feel bad.
- Cyberbullying can have similar features and can co-occur with other forms of bullying. Cyberbullying shares underpinning dynamics with other forms of bullying, while also having distinct features due to the technologies involved. These include ubiquitous accessibility, absence of authority figures in forums frequented by children, and power dynamics that play out differently online. Single acts can have lasting effects when shared creating more serious and harmful impacts, and the cloak of anonymity creates challenges for recognition and response (Kasturiratna et al., 2024).

- Cyberbullying does not occur solely in schools, or in isolation. It can cross from school yards into home environments and beyond in iterative and ongoing ways, raising complex questions about the scope of bullying in schools. As a public health issue impacting children's health, mental health and wellbeing, responsibility for addressing bullying including cyberbullying rests with multiple stakeholders including communities, schools, and families and requires cross-sectorial involvement from governments, industry, and professionals (Sae-Koew et al., 2024; Spears et al., 2015).
- The most effective school-based cyberbullying prevention programs are comprehensive and require whole-school sustained action involving all the multiple stakeholders mentioned above (Sae-Koew et al., 2025).
- eSafety have observed a 455% increase in cyberbullying complaints during the period 2019-2024, with children transitioning to secondary school accounting for more than a third of all cases (eSafety Commissioner, 2025).
- In addition, data from eSafety's recent online survey of 3,454 Australian children aged 10 to 17 years¹ showed that more than 1 in 2 children (53%) had experienced cyberbullying² at some point, with 38% having been cyberbullied in the past 12 months (eSafety Commissioner, 2025).

¹ Data from a nationally representative survey of 3,454 children aged 10 to 17 years living in Australia between December 2024 and February 2025.

² Q: Has anyone online ever done any of the following things to you on purpose because they really wanted to humiliate you or make you feel bad, or make others not like you? Important - answer 'yes' to these questions only if you think the person did these things to you on purpose, because they really wanted to humiliate you, or make you feel bad, or make others not like you.

About eSafety

The eSafety Commissioner is Australia's independent regulator, educator, and coordinator for online safety. We aim to safeguard Australians from online harms and to promote safer, more positive online experiences.

The *Online Safety Act 2021* (Cth) (Online Safety Act) sets out our legislative functions. Our regulatory approach comprises the three pillars of prevention, protection, and proactive and systemic change.

- **Prevention:** While eSafety acts as an important safety net for Australians online, our primary goal is to prevent online harms from happening in the first place. This work falls under our prevention pillar. Through research, education, and training programs, eSafety works to set a foundation to reduce the likelihood of online harms. We provide resources for parents, carers and educators, young people, and children to help them understand online safety challenges and have positive online experiences. We seek to provide Australians with the practical skills and confidence to be safe, resilient, and positive users of the online world, and to know where to seek help if issues arise.
- **Protection:** Where online harm does occur, eSafety offers tangible, rapid assistance. This work falls under our protection pillar. Our individual complaints mechanisms enable us to investigate and require removal of certain types of content relating to four types of harm: cyberbullying of children, cyber abuse of adults, image-based abuse, and illegal or restricted online content (including child sexual exploitation and abuse material). Under the Cyberbullying Scheme, eSafety can investigate cyberbullying of a child or young person aged under 18 if a valid complaint is received and the harmful content meets the legal threshold defined in the Online Safety Act. Under the Image-Based Abuse Scheme and the Illegal and Restricted Content Scheme, eSafety can assist complainants who have experienced actual or threatened sharing of intimate images, including deepfakes.
- **Proactive and systemic change:** With the rapid evolution of technology, eSafety knows we need to be at the forefront of anticipating, mitigating and responding to online harms. This work falls under our proactive and systemic change pillar. This includes our powers to regulate digital platforms' broader systems and processes, including through the [Basic Online Safety Expectations](#) (BOSE) and [industry codes and standards](#). It also includes our [Safety by Design](#) initiative, as well as our work anticipating and responding to emerging [tech trends](#), opportunities and challenges.

These pillars reflect our broad and holistic remit. The way the pillars work together reflects how eSafety's various functions work together to create a multidimensional regulatory toolkit.

We take a risk and harms-based approach to our work. We also recognise that combating online harm is a global challenge. We therefore work as part of a cross-sector and multi-jurisdictional online safety ecosystem. This approach is underpinned by our core mission of safeguarding Australians at risk of online harm and complements the role other agencies play in investigating and prosecuting crimes perpetrated online.

Responses to questions for people in the education system and other stakeholders

Q1 What policies, models and/or practices do you feel are successful in helping prevent and address bullying in schools?

eSafety's Cyberbullying Scheme

As the national online safety regulator, eSafety has a range of functions and powers, which can be applied in a flexible and integrated way to extract greater accountability from tech companies for user safety. eSafety investigates complaints from individuals and help to stop, remove and limit the impacts of [cyberbullying of children](#), [adult cyber abuse](#), [image-based abuse](#) (sharing or threatening to share intimate images and videos without the consent of the person shown), and [illegal and restricted online content](#).

The Cyberbullying Scheme has the following regulatory features:

1. A system under which a person may make a complaint to eSafety about cyberbullying material that targets an Australian child. The complainant must have first reported the material to the relevant online service provider before eSafety can give a notice to the provider requiring removal of the cyberbullying material.
2. Investigative and information gathering powers which allow eSafety to assess complaints about cyberbullying material targeting an Australian child and decide what action we can take.
3. Removal powers which allow eSafety to give notifications and notices to providers of online services (including social media services), and to people (end-users) who have posted cyberbullying material, requiring them to remove the material. Notifications to Service Providers alert them to Cyberbullying material on their platform. This usually results in rapid removal of the content without the need to escalate to a removal Notice. Notices to end-users can also require that the person stop posting cyberbullying material directed to the targeted child and apologise to them.
4. Enforcement actions available to eSafety where there has been a failure to comply with our notices. These range from issuing a formal warning to seeking civil penalties through court processes.

eSafety's investigations team have noted historical patterns whereby cyberbullying complaints roughly track the school terms during the year, peaking during school terms and subsiding during breaks. This suggests that cyberbullying mirrors other social dynamics within schools.

If cyberbullying is an extension of bullying or other conflict taking place in schools, we have found that the most an effective response involves engagement with all relevant stakeholders. This ‘hybrid’ approach, working with school sector representatives, school staff, parents and carers, and students involved can help drive more meaningful change. For example, eSafety provides guidance to schools on managing cyberbullying incidents, assists with getting material taken down quickly, and can facilitate referrals to support services such as Kids Helpline. In serious cases eSafety can engage with senior school officials to assist with mediating the giving of end-user notices to the person posting cyberbullying material, reinforcing their seriousness.

eSafety believes the most effective measure to address cyberbullying consistent with a public health approach is prevention in the first instance, followed by early intervention and whole-of-community education and, finally, providing pathways for reporting and investigation of serious cases.

National Online Safety Education Council

eSafety works with school sectors to raise awareness about cyberbullying prevention and response. The [National Online Safety Education Council](#) (NOSEC), established by eSafety in 2022, provides a forum for stakeholders from all Australian school sectors (Government, Catholic and Independent) to address online safety challenges and promote best practice approaches to online safety education. There are currently 50 Council members who work with eSafety in a variety of ways, such as:

- providing a channel for education stakeholders to inform the Australian Government’s and eSafety’s priorities for new online safety education programs, resources, campaigns and research
- fostering greater understanding and implementation of best practice approaches to online safety education
- raising awareness across Australian schools of the eSafety Commissioner and the support available through eSafety’s regulatory and reporting schemes, education programs, and resources
- sharing insights and helping coordinate messaging to schools on current and emerging online safety issues, trends and responses.

eSafety translates research, data, intelligence and insights into practical advice, guidance and resources. The [Spotlight on Cyberbullying](#) and the [eSafety Schools Hub](#) detailed below, are examples of resources that have been co-designed with NOSEC members.

Q1a Is there any student or community participation in the development, implementation and review of policies, models or practices to prevent and address bullying?

The [eSafety Youth Council](#) gives young people, aged 13 to 24 years, an avenue to influence issues that matter most to them, by engaging in meaningful discussion and sharing their knowledge and experiences with eSafety across a variety of issues and activities, including the prevention of online bullying.

Furthermore, [eSafety's youth content](#) was developed in collaboration with young people and co-written to directly address the serious and lasting impacts of bullying, especially online. This approach helped ensure the resources reflect real concerns and lived experiences, particularly the emotional toll of being targeted. The content aims to strengthen help-seeking behaviours and empower young people to support friends who may be experiencing cyberbullying. By including real stories and practical advice, the material validates the challenges young people face and offers clear, hopeful paths to recovery. It encourages resilience and reinforces the message that, with the right support, it is possible to move on from harmful online experiences.

eSafety's resources for children are also developed with input from children, families, and educators. These resources are strengths-based, aligned with the [Best Practice Framework for Online Safety Education](#), the Australian Curriculum, and focus on building respectful relationships online. The [eSafety Kids](#) section includes content for primary students related to cyberbullying and how to seek help.

School sector stakeholders

eSafety resources are co-designed with relevant community stakeholders. The [Spotlight on Cyberbullying](#) is a case example. In August 2024 to coincide with the annual Bullying No Way: National Week of Action, eSafety launched the [Spotlight on Cyberbullying](#), featuring a consolidated collection of high-quality evidence-based resources.

eSafety co-designed and developed the Spotlight with the NSW Deputy Premier/Minister for Education and Early Learning, The Hon Pru Carr, Emeritus Professor Donna Cross, and the NSW members of eSafety's [National Online Safety Education Council](#) (NOSEC) including representatives from Government, Catholic, and independent school sectors.

The Spotlight comprises a designated webpage collating key eSafety resources for educators, parents and carers, and student audiences. Aligning with the [Best Practice Framework for Online Safety Education](#), the Spotlight on Cyberbullying promotes a whole-school approach to preventing and responding to cyberbullying; whole-school (or school-wide) approaches require that all members of school communities (students, their families, school staff, and the wider community) are involved in fostering a positive and protective

school environment, explicitly teaching social and emotional skills, and supporting students (Pearce et al., 2024).

The Spotlight offers resources for educators, parents and carers, and students that can be tailored to their specific needs. Educators can access teaching and learning activities and professional development resources to integrate cyberbullying awareness into online safety education programs and curriculum. Parents and carers can benefit from practical advice on monitoring and supporting their children's online activities. Students can access interactive content to learn about online safety and how to report incidents.

The Spotlight on Cyberbullying was included in [an evidence review](#) focusing on risk and protective factors and effective interventions, prepared for the NSW Government by Emeritus Professor Donna Cross in her capacity as NSW Chief Behaviour Advisor.

Q2 What policies, models or practices (i.e. interventions) do you feel are not working?

Aligning with the findings of a recent report prepared for the NSW Government (Sae-Koew et al., 2024) and with [eSafety's Best Practice Framework for Online Safety Education](#), for optimal effectiveness, school-based efforts to prevent cyberbullying should include:

- Social and emotional learning skills
- Digital citizenship and digital literacy
- Explicit cyberbullying education
- Positive bystander education (Sae-Koew et al., 2024)

It is not likely to work if we:

- Assume that face-to-face bullying interventions will also be effective in addressing cyberbullying. The distinct features of cyberbullying need to be considered alongside broader online safety issues and harms.
- Fail to incorporate student voices to ensure cyberbullying interventions are inclusive of students and their lived experiences.
- Neglect to teach social emotional learning skills as a crucial element in cyberbullying prevention. Social-emotional skills are protective against cyberbullying. Cyberbullying programs that incorporate social and emotional learning are more effective in reducing cyberbullying than those that do not.
- Neglect to teach digital citizenship and digital literacy to promote positive and respectful relationships online and empower students to protect themselves.

- Neglect to teach about cyberbullying, explicitly. When students understand what cyberbullying is, know about the harms that can be caused, and are informed about sources of support, they will be better equipped to recognise and respond.
- Neglect to teach bystander education to build empathy, and to equip students with resources to assist their peers. Peer responses can disrupt, maintain or worsen cyberbullying incidents.

Other features of school environments that matter include:

- Creating and maintaining positive school climate
- Monitoring students' feelings of safety at school
- Whole-school approaches to cyberbullying prevention and response
- Teacher professional learning about cyberbullying, its prevention and response
- Parent and career education and involvement in cyberbullying prevention and response
- Use of teaching pedagogies to maximise student engagement in learning about cyberbullying
- Single session prevention and response efforts are not likely to be effective (Sae-Koew et al., 2024).

Q3 What changes do you think are needed to improve bullying prevention and response?

At a high level:

- Addressing bullying and cyberbullying at a whole of society level which includes awareness raising, workforce capacity building, and other actions alongside schools but outside of schools' direct remit, such as regulation, compliance and enforcement to limit harm and promote safe and positive online content and behaviour. Greater cooperation, coordination and collaboration nationally and across jurisdictions is needed.
- Implementing effective, coordinated multiagency responses that include schools alongside helping agencies. Helping agencies must have workforce capacity to support students impacted by cyberbullying, including those who have been cyberbullied themselves, and those who have cyberbullied others. Greater understanding that helping responses can be required long-term.
- Addressing bullying and cyberbullying with whole-school approaches involving all members of school communities (Sae-Koew et al., 2024). This has been emphasised time and time again. It is crucial to prevention and response.

- Raising awareness of the reporting schemes that eSafety administers under the Online Safety Act 2021 (*Cth*) (as explained in the response to Q7 below). This should also extend to raising awareness of reporting functions of law enforcement, child protection, and safeguarding partners.

Q4 What do you think the underlying causes of bullying in schools are?

The underlying causes of cyberbullying have been extensively researched, though we note that establishing causality is a complex task, requiring rigorous methodological approaches, such as randomised controlled trials and longitudinal designs. A recent report prepared for the NSW Government using data from the *Tell Them From Me* studies, provides insights into the current risk and protective factors for cyberbullying, including the school environment, positive peer relationships, and knowing where to go for help if bullied (Sae-Koew et al., 2025).

Q5 What resources are available for school staff to support action on bullying? What else would help build capability to support staff to prevent and manage bullying?

eSafety develops and promotes high quality evidence-based resources for school staff to support cyberbullying prevention and response and makes these resources freely available on our website. A sample of relevant resources includes:

- [Best Practice Framework for Online Safety Education](#) - establishes a consistent national approach that supports education sectors across Australia to deliver high quality online safety education.
- [Toolkit for Schools](#) - supports a nationally consistent approach to preventing and responding to online safety issues, including cyberbullying. The toolkit comprises over 40 pieces of advice, categorised into four elements: Prepare, Engage, Educate and Respond.
- [Spotlight on Cyberbullying](#) - includes links to a range of resources across the eSafety website and includes downloadable material created to help your school community prevent and respond to cyberbullying.
- [eSafety Schools Hub](#) – created in collaboration with education sectors across Australia through our National Online Safety Education Council, resources in this hub can be used to develop a whole-of-community approach to online safety.
- [Professional learning for teachers](#) - covers the latest online safety research, case studies and teaching strategies, aiming to support educators and those who work with young people in school settings to integrate online safety into their teaching and learning programs and student wellbeing education.

- [On-demand professional learning videos](#) – a suite of free videos is available from eSafety for school sectors to adopt and host on their own internal learning management systems. Topics include eSafety 101, Responding and Reporting Critical Incidents, Wellbeing and Digital Inclusion, and Supporting Safer Online Gaming Experiences. These videos can be provided for school staff for use as self-guided professional learning, accompanied by sector-specific policies, procedures, and other information as needed.
- [Curriculum aligned classroom resources](#) – a variety of content is available for different education levels including resources dealing specifically with cyberbullying such as: the Mighty heroes suite of resources (animations with lesson plans, classroom activities, posters and tech agreements); The YeS Project (video and lesson plans).
- [Early years program for educators](#) – designed to support educators of young children who work closely with parents and carers.
- [Resources and webinars for parents and carers](#) – support and guidance to empower parents and carers to help children safely navigate the online world, including short videos, easy-to-read advice sheets and conversation starters in 13 languages in addition to English.
- [Webinars for parents and carers](#) – These live webinars give parents and carers the knowledge, skills and tools to support their children to have safe online experiences.
- [Content and posters for schools](#) – can prompt discussion about cyberbullying in school communities. These kits include preventative strategies and advice on where to get help when things go wrong.
- [Trusted eSafety Provider program](#) – Trusted eSafety Providers are endorsed after demonstrating that they meet eSafety’s requirements for online safety education including suitable expertise and experience; evidence-based and curriculum-aligned programs; and compliance with appropriate child safety and insurance requirements.
- [eSafety Champions Network](#) – eSafety Champions are teachers, wellbeing professionals or staff representatives who make online safety a priority in their schools.
- eSafety collaborated with the Australian Curriculum Assessment and Reporting Authority (ACARA) to provide input to the Australian Curriculum (Technologies and Health and Physical Education) as well as the [Curriculum Connections](#) for [Online Safety](#) and [Artificial Intelligence](#). These resources guide teachers to identify content in the Australian Curriculum that supports the teaching and learning of content in these areas and connects teachers to resources to support their teaching and student learning.

Q6 Do you have students attending your school who are Aboriginal and/or Torres Strait Islander, have a disability, identify as LGBTIQ+, are from an educationally disadvantaged background (i.e., you live in a low socio-economic area, or you are disadvantaged due to your social class, race, ethnicity or gender), or live in a rural or remote area? If yes, does your school have the capacity to offer appropriate tailored supports?

A recent evidence review completed for the NSW Government (Sae-Koew et al., 2024) found that further rigorous and more comprehensive Australian research is needed to understand risk and protective factors for cyberbullying to inform interventions for students from diverse groups who may be considered at greater risk.

Recent findings from eSafety's online survey of children aged 10 to 17 years³ highlights the increased risk for cyberbullying among children from diverse groups. For example, 81% of trans and gender-diverse children⁴ had experienced cyberbullying at some point, which was significantly higher than the lifetime prevalence of cyberbullying among girls (56%) and boys (50%) (eSafety Commissioner, 2025). Forthcoming research will explore the prevalence of cyberbullying in other diverse groups, including children with disability and those from linguistically diverse backgrounds.

eSafety have co-developed a range of online safety resources for specific groups:

- [Be Deadly Online](#) – explores cyberbullying, sexting, digital reputation and respect for others. It includes lesson plans, short videos and posters created with Aboriginal and Torres Strait Islander peoples for their own community. It has been designed for secondary school students.
- The [Online Safety Grants Program](#) - supported the delivery of online safety education to children, young people and their communities, and training to those who work with them. For example, [Amaze](#) co-developed tailored videos and written resources for parents and carers to support autistic children's gaming experiences and [Scope](#) targeted the specific online safety needs of children and young people living with communication disability, cognitive impairment and low literacy levels.
- eSafety's [Young People](#) pages have information about [bullying online](#), [being called out as a bully online](#), and [being an upstander](#). [eSafety's research with LGBTIQ+ teens' experiences online](#) draws on the findings of the 2021 Aussie Kids Online survey, which explored the online experiences of over 3,500 children and young people in Australia. The findings of this research inform eSafety's ongoing programs and initiatives that support LGBTIQ+ Australians to have safer online experiences.

³ Part of a nationally representative survey of 3,454 children aged 10 to 17 years living in Australia between December 2024 and February 2025.

⁴ The smaller sample size for trans and gender-diverse children should be considered when interpreting these findings ($n=83$).

Q7 What reporting is in place to support action on bullying?

The Online Safety Act 2021 (*Cth*) is the law that gives eSafety the power to direct online and electronic services and platforms to remove content. [eSafety has 4 reporting schemes](#).

- Cyberbullying material targeted at an Australian child: Where material has been posted intended to have a seriously harassing, intimidating, threatening or humiliating effect on a particular child or young person under 18.
- Cyber abuse material targeted at an Australian adult: Where material has been posted that is intended to cause serious harm to a person who is 18 or older
- Image-based abuse: Sharing, or threatening to share, intimate images or videos of a person without their consent.
- Illegal or restricted content: Content that shows or encourages the sexual abuse or exploitation of children, terrorist acts or other types of violent crimes or extreme violence – including murder, attempted murder, rape, torture, violent kidnapping and suicide.

eSafety can investigate cyberbullying of children. For eSafety to use its formal removal powers, the harmful content must have first been reported to the service or platform used to post it. eSafety often uses other notification powers to liaise with the platforms about harmful material. These alternatives can be the fastest way to have the content removed – overwhelmingly the hope of those complaining about cyberbullying. eSafety also provides information on how to make complaints to common services and platforms, including social media sites, online games and other apps in the [eSafety Guide](#).

eSafety treats all reports of cyberbullying seriously. But for eSafety to investigate cyberbullying of a child or young person aged under 18, the harmful content must be a valid report (i.e., the complaint must be submitted by the child, their parent/guardian or an authorised person) and meet the legal threshold of cyberbullying material set out in Part 5 of the Act. This is, that a reasonable person would consider that the online material was intended to have the effect of seriously threatening, seriously intimidating, seriously harassing, or seriously humiliating the child.

Raising awareness of eSafety's reporting and investigation roles may help in reducing the harmful effects of cyberbullying when it does occur.

Q8 What guiding principles or other elements could be helpful in developing a consistent national standard for responding to bullying?

eSafety supports the desire for a nationally coordinated and consistent approach to enable unified, cohesive and multidimensional efforts across Australia, whereby different

jurisdictions and sectors can leverage their respective strengths and competencies. eSafety is prepared to play a leading role in offering advice and insight on cyberbullying.

We suggest further consideration be given to the manner and form of any national framework or approach, what a consistent national standard would entail, what format it would take, and how it would be adopted, adapted or used.

We also suggest a consistent national response should build on existing efforts, in particular the substantive work, nationally, by [Bullying No Way](#) with whom eSafety has a long-standing connection, the [Australian Student Wellbeing Framework](#) which promotes student wellbeing, safety and positive relationships, and the investment of the [New South Wales Government in high quality evidence reviews](#) in 2024 and 2025 to inform schools' responses, and which eSafety has drawn upon to co-design eSafety's [Spotlight on Cyberbullying](#). We are cognisant of not duplicating the efforts of other departments/agencies working in this space.

National standards (plural rather than singular) exist in a range of areas such as childcare, healthcare, construction industry and food safety. In childcare, for example, there is the National Quality Standard (Australian Children's Education and Quality Authority – ACECQA) which is a set of standards for the education and care sector rather than a single standard. ACECQA is a large organisation that assists governments in administering the National Quality Framework of which the National Quality Standard is part.

Other alternatives that may be considered could include a cross-sectoral agreed statement of intent with a set of National Principles for Bullying Prevention and Response that could build upon the substantive work of agencies mentioned above.

Models for national principles that have been applied in schools exist in the form of:

- [National Principles for School Drug Education](#) (Australian Government, Department of Education, Science and Training, 2004)
- [Principles for School Road Safety Education](#) (Department of Education WA, 2009)
- [National Principles for Child Safe Organisations](#) (Australian Human Rights Commission, 2018)

Models for agreed statements of intent have recently been implemented including:

- [NSW Government Statement of Intent](#) for strengthening children and young people's understanding of consent and responding to sexual assault and sexual violence among young people.
- [NSW Government Statement of Intent](#) for addressing bullying in NSW Schools.

Another alternative may be in the form of a measure, as can be found in the Consent and Respectful Relationships Education (CRRE) measure.

- [Consent and Respectful Relationships Education \(CRRE\) measure](#) - comprises an agenda of funding, a working group, and a national survey.

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