

Research on youth exposure to, and management of, cyberbullying incidents in Australia

Part C:

An evidence-based assessment of deterrents to youth cyberbullying

Appendix D: Supplementary data and analysis

Prepared for:

Australian Government Department of Communications

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Research on youth exposure to, and management of, cyberbullying incidents in Australia

Eight reports were produced in this series of publications; these are listed below.

Synthesis report

- Part A: Literature review on the estimated prevalence of cyberbullying involving Australian minors
- Part B: Cyberbullying incidents involving Australian minors, the nature of the incidents and how they are currently being dealt with
- Part C: An evidence-based assessment of deterrents to youth cyberbullying
 - Appendix A: Literature review – International responses to youth cyberbullying and current Australian legal context
 - Appendix B: Findings of research with adult stakeholders
 - Appendix C: Findings of research with youth
 - Appendix D: Supplementary data and analysis

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Australian Government
Department of Communications

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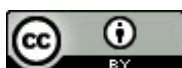
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National Children and Youth Law Centre

Marianne Dakhoul, Kelly Tallon, Ahram Choi

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Abbreviations

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|-------|---------------------------------|
| CBO | Cyberbullying Offence |
| CER | Civil Enforcement Regime |
| PTP | Principal Teacher Parent Survey |
| SPRC | Social Policy Research Centre |
| UNSW | University of New South Wales |
| UniSA | University of South Australia |
| UWS | University of Western Sydney |
| YCS | Youth Crowdsourcing Survey |

1. Introduction

The Australian Government Department of Communications commissioned the Social Policy Research Centre (SPRC) at UNSW Australia, the University of South Australia, the University of Western Sydney, and the Young and Well CRC to research youth exposure to, and management of, cyberbullying incidents in Australia.

The research aims to provide the Australian Government with evidence relating to the desirability of whether to create a new, separate cyberbullying offence and in its consideration of a new civil enforcement regime for instances where the victims and cyberbullies are Australian minors at the time of the incidents.

This appendix presents supplementary data and analysis that supports the Part C Report: *An evidence-based assessment of deterrents to youth cyberbullying*.

This appendix is set out as follows:

- Section 2 provides a summary of the interviews that were conducted with industry representatives and other experts
- Section 3 provides supporting quotes to the findings
- Section 4 demonstrates the triangulation and comparison process used in the final analysis of the above report.

2. Summary of interviews

This summary of interviews based on deductive and inductive coding.

Current understandings (for supporting quotes please refer to Table 1):

- Severity and scope of behaviour
- Lack of unified understanding
- Feelings of disempowerment
- Uncertainty and inefficiency of current laws
- Misinterpreting young people's practices
- Legal and social responsibilities
- Overlapping roles and responsibilities

CER (for supporting quotes please refer to Table 2):

- Potential pathways of innovation and reflection
- Carefully consider positioning and scope
- Be alert to tensions
- Reassuring point of contact
- Moving from presence to practice
- Understanding limitations
- A restorative and dialogic approach

New criminal law (for supporting quotes please refer to Table 3):

- Enforcement concerns and extreme cases
- Behavioural focus required
- Consistency of messaging and application
- No effect, or misplaced effect
- Practicalities and new partnerships
- Exploring sequencing, resourcing and priorities

Amendment to existing laws (for supporting quotes please refer to Table 4):

- Increased clarity and messaging
- Potential deterrent and norm-setting

- Nuanced possibilities
- Challenges of change

Information/education campaign (for supporting quotes please refer to Table 5):

- Fostering behaviour change
- Commercial imperatives
- Building on current resources and knowledge bases
- Language and messaging
- Youth focus and participation
- Cross-sectoral participation
- Indigenous perspectives

Role of social media (for supporting quotes please refer to Table 6):

- Aligning social and legal responsibilities
- Territorial complexities
- Commercial imperatives
- Current capacities
- Rapid emergence of new media platforms
- Expectations of consistency
- Exploring alternate options

Role of curriculum (for supporting quotes please refer to Table 7):

- Integrated approach is required
- Fostering youth participation and creativity
- Empowering people and tailoring messaging
- Developing a whole school culture and guidance
- Being mindful of implications for educators

3. Stakeholder interviews: Supporting quotes

Table 1 Current understandings

| Quote | Inductive codes | Description |
|--|--|--|
| <p>“sustained and repeated act of victimising another person using online chat forms [sic]”</p> <p>“it’s that notion of more than one-off, so repeated behaviour using technology in some sort, online technology, to harass or intimidate, or harm someone else”</p> <p>“moving that [bullying] into the far more international borderless environment of the internet”</p> <p>“I think online bullying, if it gets to that extreme, is generally mixed up with other behaviours”</p> <p>“some kind of abusiveness that’s repetitive”</p> | <p>Severity, scope and complexity of behaviour</p> | <p>Repetition, intent and transcending geographical boundaries</p> |
| <p>“sometimes people say something is bullying and no disrespect to the large number of people who do suffer, but sometimes it’s not”</p> <p>“like people make mistakes in real life, they make mistakes online. You want to make sure that people have the right to make mistakes”</p> <p>“it’s really difficult to categorise one [in reference to cyberbullying and bullying] without considering the other”</p> <p>“Cyberbullying is quite an adult construct and many children that we deal with who had some form of bullying, are bullied online and offline, so we think it’s a false dichotomy”</p> <p>“Kids don’t see cyberbullying as cyberbullying, it’s bullying online ... The cyberbullying versus normal bullying, that debate only happens at an industry level, it never happens at a child level”</p> <p>“bullying is a complex social relationship that’s deeply embedded in our society. Just because we as adults have introduced another medium in which kids can do what they’re doing anyway ... doesn’t mean that we should separate it out and say, Well, this is much more serious”</p> <p>“I mean this is just people gone mad with trying to solve an age-old complex, deeply-embedded problem by taking one tiny bit of technology and saying, We’re getting tough on this ... It’s very difficult to explain that bullying is a sub-set of aggression”</p> <p>“if the government and society haven’t yet thought that standard bullying is a criminal thing, then I don’t see why e-bullying should be”</p> <p>“we think that it’s a really important thing for the government and the education community, and anyone involved in this, to actually understand what it is, particularly when you start taking about solutions, you have to know what solution you’re trying to solve”</p> | <p>Lack of unified understandings</p> | <p>A diversity of understandings and discourses surrounding bullying and cyberbullying exist</p> |
| <p>“I get the sense at the moment everyone feels like it’s too hard and it’s a really bad thing, but no one can do anything about it”</p> | <p>Feelings of disempowerment</p> | <p>Recognising that the scope of the problem can seem overwhelming and daunting</p> |
| <p>“until recently there’s been very little ability to legally do much about it, and there’s a real grey area around whose jurisdiction it sits under”</p> <p>“there’s a range of legal remedies that might already apply to particular types of behaviours, but then there is this sense that sometimes those current legal remedies are insufficient, or don’t enable people to act quickly enough to address what their concerns are”</p> | <p>Uncertainty and inefficiency of current laws</p> | <p>There is a lack of clarity and sense of inadequacy about current procedures</p> |

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| <p>"I worry about vulnerable children, young people, who may already have come to the attention of a criminal justice system, or may already have charges in other areas, and this is yet another kind of thing that's added"</p> | | |
| <p>"I think the area that's been most concerning obviously is where the act of sexting can result in a young person being placed on a sex offenders' register ... That's obviously a very harsh punishment for what may be just a stupid mistake"</p> <p>"often the person who is doing the bullying ... they're a victim of a range of other circumstances and so trying to charge them or criminalize them might not be the solution to stopping the problem"</p> <p>"It's instantaneous, it's something they do on the spur of the moment ... so they don't understand these thing, they don't have self-control"</p> <p>"Young people's brains are developing ... their whole personalities, their persona are completely fragile in those years, even though they've got lots of other sort of small life skills."</p> | <p>Misinterpreting/labelling young people's practices</p> | <p>Some procedures can label behaviours which do not fit neatly into that category/offence</p> |
| <p>"I don't think they [young people] would have even the beginnings of understandings of some of the consequences, the legal consequences, around that behaviour online"</p> <p>"when kids post a comment now, it's access by hundreds and hundreds of people across the Lands ... the amount of conflict between adults back in communities, fights occurring back in families because of comments that have been posted ..."</p> | <p>Legal and social repercussions</p> | <p>Consequences of cyberbullying are not common knowledge to young people</p> |
| <p>"Cyberbullying is not an isolated phenomenon, and it's a socially and culturally embedded phenomenon, and we need to be addressing the cultural circumstances in which it plays out"</p> <p>"I think it's a complete falsity that we can protect them from negative experiences, and what's more I don't think we should be protecting them from negative experiences, as long as they are not consistent and ongoing and traumatic"</p> <p>"a government can't be Big Brother on this stuff ... I think people do have to take ownership of their own behaviour, and see how they communicate with people in any form has to have a level of respect and decency"</p> <p>"You've actually got to have that integrated social change approach where everybody understands what the social acceptable norm is, that everybody understands what their role to play is... and that's much more than pushing out information"</p> | <p>Overlapping roles and responsibilities</p> | <p>Acknowledging the complex mix of personal, social and cultural responsibilities</p> |

Table 2 Civil Enforcement Regime

| Quote | Inductive code | Description |
|---|---|---|
| <p>"I mean one model that we've seen in Europe is the CEO Coalition for a better internet for our kids ... couldn't we just have some kind of counsel or collaborative thing"</p> <p>"I think what hasn't been considered is a co-regulatory system where companies can formally sign up to a system where an e-safety commissioner can apply their own terms of use"</p> <p>"do we need to start thinking about, let's just get everyone in a room whose working on this in government and industry and might just have those full on frank conversations ... what are you guys hearing in Europe, what are you hearing the US, what can we do from here"</p> <p>"So legislation is a very clunky solution whereas partnerships, and collaboration and</p> | <p>Pathways of innovation and reflection</p> | <p>Listening and learning from international practices; building new knowledge and networks and recognising the role of experimentation</p> |

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| <p>conversation, they can evolve and they can be nimble”</p> <p>“one of the things that perhaps we could look at is some review of the Convention of the Rights of the Child, because that’s an international treaty ... if new provisions were included to cover the whole area of social media and its impacts on children, that would then oblige national governments to pass their own legislation, hopefully consistently with those principles, to regulate that activity in their own jurisdiction”</p> <p>“What hasn’t been considered I don’t think in any kind of proper significant way is testing the waters to see what works, what doesn’t and then maybe in two years time getting a commissioners or the commission to report back to the government and say these are the things we need”</p> | | |
| <p>“I think it should be an independent position ... I think tacking it onto an existing bureaucracy which has a different function, it doesn’t give it the sort of independence that you’d expect ... if I was looking perhaps to do it on the cheap, would be to have an e-Commissioner attached [to] the Human Rights Commission ,which has a much greater degree of independence from the government”</p> <p>“maybe a designated position or office that was presented in a way that kids, I suppose kids felt comfortable ... don’t create another service but maybe expand an existing and successful and well-known service”</p> <p>“I think I much prefer the civics model over the criminalisation model. However, I don’t think that that’s a stand-alone model, and I think it’s a last resort. I think there’s lots of different ways that need to be put in at the front end to stop these problems occurring, you know, and the civic, you know civic enforcement model would be, would be kind of the last step in a series of steps that we mobilise”</p> <p>“the e-Safety Commission should play a role in getting more synergies and collaboration between various bodies, government and non-government, so that there’s less duplication, but then I guess the NGO sector plays a really big role ... I think they should use community or government, or whatever sector is already doing what they do really well, and putting that into a way to [sic] everyone knows who’s doing what, and it’s all done very efficiently and collaboratively”</p> <p>“something that’s easy for a young person to access... It has to be, it needs to be ..easy”</p> <p>“could be supported by the not-for-profit sector, and also the Children’s Commissioners across the country”</p> <p>“sexting is equally a big issue ...is it a good role for the e-Safety Commissioner to think more broadly than just cyberbullying? I think they need to because sometimes the issues are hard to segregate one from the other”</p> | <p>Positioning and scope</p> | <p>How the role is positioned in relation to other agencies, its accessibility to young people – and the scope of its remit</p> |
| <p>“So I’m not quite sure how this, whether this sort of body can make them [social media sites] do anything really, and why should this body make them do it?”</p> <p>“I wouldn’t want that to be seen as the solution, just one part of the puzzle, one piece of a puzzle that’s perhaps missing, but there needs to be other solutions, which is about education and support, and all that kind of stuff”</p> <p>“I don’t see how legislation would actually fix that when a lot of the time its actually about educating people, you know, about where to go”</p> <p>“firstly you have to ask the question of is this regime actually looking at bullying and what is bullying ... because otherwise we’re kind of legislating for intergenerational conflict ... So you know what young people think is harmful to them and what adults think is harmful to them are two very different things”</p> | <p>Possible tensions about introducing a CER</p> | <p>Concerns about capacity of CER (e.g. to enforce regulation, foster change - and reconcile conflict and scale)</p> |
| <p>“ ... it sounds like people would feel like there’s some way [sic] they can go, and someone who understands and can listen, and can do something, so that would be quite reassuring”</p> <p>“a central point of contact ... it will be useful to have someone that is a resource for</p> | <p>Reassuring point of contact</p> | <p>A high profile point of contact would be reassuring and</p> |

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| <p>the community, for teachers, for parents and for industry”</p> <p>“a lot of the time there’s not a perfect world out there, we’re not going to be able to educate everyone, and that’s exactly why having a figure head ... that is very important for the community”</p> <p>“... there are a lot of programs at the moment that are working in silos rather than in any kind of coordinated fashion.”</p> <p>“the Commissioner has an important role in making known their presence, and the circumstances in which they will act, trying to persuade young people not to put this sort of material up”</p> <p>“would be a more immediate response than an attempt to harmonise legislation across Australia”</p> | | <p>address gaps in other communicative processes</p> |
| <p>“...they [the e-Safety Commissioner] either needs to have some legal support or rapport, [and] relationship in order to make it happen in practice”</p> <p>“what you want is a commissioner or person central in government who has resources and the ability to contact these people to say hey do you realise that this is happening on your site, this is that specific material we believe should be taken down”</p> <p>“police know something’s illegal, but because it’s on the internet, that they don’t quite understand, you know how they could actually prosecute it ... how police can actually act in these situations is important which an e-commissioner would need to work on”</p> <p>“would need to somehow link into the states, so they’d have to work out a mechanism for that”</p> <p>“wouldn’t it be good to have a trial period where all the companies commit their terms of use to the safety commissioner ... [they could use it] if there’s a piece of material they want taken down”</p> | <p>Moving from presence to practice</p> | <p>For action to take place, cross-sectoral relationships and interstate cooperation need to be developed</p> |
| <p>“... it’s not particularly sort of helpful or meaningful, they just don’t pay it and then that sort of becomes an issue in itself”</p> <p>“I’m pretty sure they’ll have kids who are already connected with the law in a negative sense, probably see infringement notices so regularly that it really doesn’t make a huge amount of difference”</p> <p>“if legislation is the solution the government insists on, you have to be very careful because otherwise it becomes the thing that actually undermines the wellbeing of young people”</p> <p>“I’ve got grave doubts about fines in relation to young people. They usually haven’t got any money, and if they have it’s a comparative rarity for them to be able to deal with a fine”</p> <p>“I think things like a fine are very suspect in terms of it will hurt some people and it will be fine for others”</p> <p>“it’s institutionalising those processes of peer regulation, and actually ... we should be working on enhancing those processes as a normal part of everyday existence”</p> <p>“So I’m not quite sure how this, whether this sort of body can make them [social media sites] do anything really, and why should this body make them do it?”</p> <p>“I wouldn’t want that to be seen as the solution, just one part of the puzzle, one piece of a puzzle that’s perhaps missing, but there needs to be other solutions, which is about education and support, and all that kind of stuff”</p> <p>“I don’t see how legislation would actually fix that when a lot of the time its actually about educating people, you know, about where to go”</p> <p>“firstly you have to ask the question of is this regime actually looking at bullying and what is bullying ... because otherwise we’re kind of legislating for intergenerational conflict ... So you know what young people think is harmful to them and what adults think is harmful to them are two very different things”</p> | <p>Limits of legislative penalties</p> | <p>Penalties may result in broader negative complications, be ineffectual - or draw attention away from fostering other positive practices</p> |

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| <p>"let's have a conversation, let's not just have legislation because I worry that if we set these things in stone ... how is any safety commissioner going to suddenly build a scalable system for 23 million people in Australia?"</p> | | |
| <p>"create an approach that both requires that young person to recognise and acknowledge the damage they have done, whilst not triggering their broad sort of trauma issues"</p> <p>"... seems a bit more to actually sort out the issue, rather than just sort of give a penalty"</p> <p>"kids having to sit down, talk, get their heads around things and so on ... that is when I've seen kids, when they engage ... restorative conversations, call it what you will, I just prefer to call it education"</p> <p>"Community service or giving up your time, to me would seem a better type of approach if you were going to criminalise it"</p> <p>"there's some lessons we can learn in terms of those shared concern models of mediation [such as in Scandinavian countries] ... to have those young people understand the implications of their behaviour on the other child, and secondly to have increased empathy about the impact, the impact of their behaviour"</p> <p>"Mediation, I totally disagree with ... In bullying you have one party"</p> | <p>Restorative, dialogic approach</p> | <p>Benefits of a longer-term and proactive initiative, rather than a short-term, reactive approach</p> |

Table 3 New criminal law

| Quote | Inductive code | Description |
|--|---|--|
| <p>"...I guess it depends on what's most practical. It probably just needs an amendment because it's still bullying, as long as that's practical"</p> <p>"I don't think we should throw the legislative frameworks out, but I think they serve some purpose, but it's like if you really want behaviour change, it's an age-old sort of dynamic, you know, where does the law come in and where does public health come in"</p> | <p>Practicalities and new partnerships</p> | <p>Utilise and expand on existing frameworks/approaches</p> |
| <p>"a punitive response is completely counter-productive"</p> <p>"I worry about using the criminal law to address behaviour by young people and children, and criminalising conduct... there's a potential for disparate enforcement"</p> <p>"is creating another category of crime around young people a good thing? I'm not sure it is"</p> <p>"So will a cyberbullying offence work? Not if there are no prosecutions, not if children don't know about it, not if it is just another law that sits there redundant without actually being used"</p> <p>"cyberbullying, and the reason people cyberbully, in a lot of cases, is because they have troubles themselves ... to simply say the outcome of this should be punishments ... It seems a very one-sided approach"</p> <p>"If it's really serious there are already laws"</p> <p>"I think that we should be going from a strength-based approach, rather than a punitive model doesn't, you know, doesn't teach anybody to be relating better, it teaches them simply to be frightened of relating"</p> <p>"for Indigenous kids ... the potential for them to get caught up in that trap where there is a criminal code relating to minors utilising electronic equipment inappropriately, would mean that these kids would get caught up in it enormously... So a criminal code regulating this sphere for minors would be an unmitigated disaster"</p> | <p>No effect, or misplaced effect</p> | <p>Possibility of bringing in something which will have no or negative effects, rather than positive ones.</p> |

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|--|---|---|
| <p>“There does seem to be some level of, of ensuring that they take responsibility for those action, and there is some consequences to those actions. So yes, a simplified law around cyberbullying would probably be helpful”</p> <p>“we do think there should be national laws ... for understanding and general knowledge ... there are often inter-jurisdictional issues ... because if you do want to create a social change where you’re expecting people to behave in a certain way, then having a common understandings across the whole community is the best way to do that”</p> <p>“a clear statement in law about what is ok and what’s not, to the extent that you can, with one piece of legislation covering a whole bunch of stuff”</p> <p>“a Federal law could meet some of those challenges when the behaviour is crossing jurisdictional boundaries”</p> <p>“we do need something about it ... in the legislation to work some way that children can be tagged to realising the seriousness of it ... something in the framework that is bigger that can say there are people taking responsibility for it, it needs action, for sure”</p> <p>“the law has to be understood as an educational tool, as well as the tool for simply prosecuting people ... There’s no general understanding amongst young people that the sort of conduct they do engage in, is illegal, and I don’t think any amount of telling them is going to help if the laws don’t actually clarify what it is you’re talking about”</p> <p>“The last thing I want to do is prosecute a whole lot of kids for an offence of cyberbullying. What I want to do is to have them understand that there is a law that prevents it”</p> <p>“I’m not sure that we’ve got a clear and strong framework to which people can work within, and enforce”</p> | <p>Consistency of messaging and application</p> | <p>Increased clarity and address current gaps, or inconsistencies.</p> |
| <p>“we would warn caution on any kind of offence that criminalized children or puts them in a situation that is quite difficult at a young age ... this is more of a question for the government and the community and whether such a high kind of punishment of cyberbullying, is the right answer in its community expectations”</p> <p>“Regulation could work, but in extreme cases”</p> <p>“I don’t think it should ever be a criminal offence, I think the reason people talk about it being a criminal offence is because of the possibility of the tragic outcome”</p> <p>“I think it [sentencing] has to be linked to severity and have to be linked to what’s going on”</p> <p>“if it’s not enforceable then it’s not going to [be] much either of a deterrent or of a punishment for people”</p> <p>“they [criminal sanctions] would have their place I think in terms of quite severe cases”</p> <p>“there are some instances where cyberbullying is so vicious and so intentional and so horrible, that it doesn’t matter how old you are, you need to have some sort of , there needs to be a response, a legal response to that”</p> <p>“we feel that no child should go to jail, that there should be some other way of dealing with them ... you would set up the law very much like we’ve already got for other societal harms that occur and deal with no it no differently, and they’re already, that’s really well-structured for many offences”</p> | <p>Enforcement concerns and extreme cases</p> | <p>While criminalisation of children is a concern, laws do have a place for extreme cases</p> |
| <p>“the kind of process where you do have the prevention mechanisms in place, when you do have the guidance, for guided resolution for particular cases, guidance for all the points along the process, then if you’re going to have regulation it’s there, it’s at the end of the process”</p> <p>“it’s often not a simple thing, and seeing the criminal law again as the answer I think, I’m not sure that it’s the best place to put the resources”</p> | <p>Explore sequencing, resourcing and priorities</p> | <p>Need to think carefully about positioning punitive responses and the best focus for</p> |

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| <p>“I’d rather the resources be used in more of a public health model, a better understanding of why people engage in the behaviour in the first place, about what it means, and developing appropriate responses to it, and supporting, encouraging and empowering, children and young people to do the right thing, rather than putting resources into criminal enforcement regimes”</p> | | resources |
| <p>“if it was going to be a criminal charge, that the penalties would be more directed towards behaviour change, and that kind of thing, rather than any kind of other, more draconian sort of response”</p> <p>“we do think that there should be a foundation of law that actually sets and defines what social norms are”</p> | Behavioural focus | Criminal/law reform should not act in isolation; needs to be developed alongside behaviour change and social norms |

Table 4 Amendments to existing laws

| Quote | Inductive code | Description |
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| <p>“So my concern about the existing laws are that they don’t mention bullying, they don’t mention cyberbullying. If you talk to most people about this use of carriage services and harassment, and so on, they really don’t know what you’re talking about”</p> | Increasing clarity and messaging | Enhancing understandings of cyberbullying, as well as communication |
| <p>“I think if it was widely understood that cyberbullying was against the law, however defined, that would be a very ... deterrent to people engaging in bullying”</p> <p>“the prime reason for having a law about cyberbullying, inciting cyberbullying, is to really set societal expectations”</p> | Deterrent and norm-setting | Articulating it more clearly may discourage cyberbullying behaviour at micro and macro levels |
| <p>“The other thing I think that’s worth noting, is I agree with the New Zealand Law Commissions approach of having a lower-level cyberbullying offence ... Then I think there’s room for another higher level”</p> | Nuanced possibilities | Exploring how more nuanced legal developments could be applied to the Australian context; learning from international legal innovations |
| <p>“I think trying to slot this into an existing law might be cumbersome ... you know, we try and sort something into something that’s probably not meant to work for that”</p> <p>“So really what you’d be looking at would be some harmonisation of law between Commonwealth and States”</p> <p>“So the law’s got to be able to stay relevant and stay current, which is a massive challenge”</p> | Challenges of change | Tensions of realigning current law, state-based powers and keeping pace with social and technological change |

Table 5 Information/education campaign

| Quote | Inductive code | Description |
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| <p>"I definitely believe in promotion, and particularly as a deterrent, and community awareness is really important"</p> <p>"It cannot be just a standalone legal response. This almost requires a whole of community education process that is really about helping everybody understand not just the impacts of cyberbullying but actually what that even means ... I think there has to be a package response to this"</p> <p>"I definitely believe in promotion, and particularly as a deterrent, and community awareness is really important"</p> <p>"definitely education and awareness [are] the key thing. From what we've seen there's a clear role for informing, raising awareness, empowering young people, their families, schools and their roles, anyone in the community how to deal with cyberbullying" (</p> <p>"I think it's a whole of community approach"</p> <p>"I think empowering people to know that they can do stuff is a great idea"</p> | <p>Community integration</p> | <p>Vital role of community in any info/education campaign</p> |
| <p>"the educative side has got to be a very different balance, and it shouldn't be dumped in on school teachers, but something that's in our community and family, and developed."</p> <p>"So it's that thing of continual education with the whole of community"</p> <p>"culturally relevant is a really difficult one ... every culture is slightly different")</p> <p>"I think a joint delivery, if you like, Indigenous and non-Indigenous people, well-qualified, skilled and trained ... so ongoing, sustained programs with appropriate training, absolutely with Indigenous involvement big time, with the appropriate people"</p> <p>"too often Indigenous peoples have things imposed by others from outside"</p> <p>"if people truly want to get informed views about the issues, then it's important to speak to people in Sydney and in Melbourne, and in remote communities ,and all over the place"</p> <p>"so within our community if anybody is caught, you know, bullying or victimising anybody within our community, that's a no/no. So if people, if there's a whole lot of collective safe communities, then you're actually creating some space"</p> <p>"the most effective way to communicate with some of our most disengaged young people is through their trusted relationships"</p> <p>"not all Australian young people are in schools, and some the people who need this information most are those who are not at school"</p> | <p>Indigenous perspectives</p> | <p>Need to identify the trusted relationships which can help communicate the process</p> |
| <p>"to clarify what the grey areas are and what other information might need to be distributed to the public, and also to professionals, around their roles"</p> <p>"the idea of education on existing frameworks is far better"</p> <p>"a collective responsibility"</p> <p>"awesome! lets all do an education campaign together"</p> <p>"And I think that's where we're coming to is saying, look, we will put on the table a joint collaborative industry education campaign between us we probably tough every household in the country"</p> <p>"little blogs ... In the schools agencies ... church groups ... youth groups ... the government on TV, kids in schools ... there's probably a lot more but they're the ones off the top my head at the moment"</p> <p>"it's not only the kids, you have to educate the parents, you have to educate the educators ... nobody's really talking to the parents"</p> | <p>Multiple agencies/organizations collaborating to connect with diverse audiences</p> | <p>Communicating a clear and consistent message requires public and cross-sectoral collaboration</p> |

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| <p>“there is a huge opportunity to actually leverage the commercial relationships more strongly”</p> <p>“So governments need to be in the picture ...the range of existing cybersafety stakeholders .. not-for-profits. I think corporate need to be in the partnership mix, and I think very, very crucially research organisations need to be in the mix, because we cannot have a situation where we’re guessing about what works, we need to have a situation where, you know, it’s well-informed, grounded in research and so on”</p> <p>“the range of stakeholder organisations that would probably be keen to be part of helping to promote that message, and to work with people to do it, kind of in a better way, and to reach a whole range of children and young people who probably aren’t caught up by some of the mainstream programs that are currently available and running”</p> | | |
| <p>“Well I guess you’d have to ask young people about what’s the best way to get the information to them, and what message would work”</p> <p>“they need an understanding of what we’re even talking about before we start telling them off for stuff that they’re doing. It would be wrong for any action in this space to take place without recognising that there are still vast numbers of young people who aren’t as technologically literate and savvy as others ...”</p> <p>“there should be significant funding for some kind of video campaign that is aimed at children so that they know what’s going on. I think it has to be child-friendly ... and you know if you made it a YouTube clip it would be absolutely something that would be shared around, so I think there’s a kind of two pronged thing there ...”</p> <p>“I think a very key message to the content is about the right of those young people to speak out about their experience”</p> <p>“it is something that is targeted at children and needs to be from children, it needs to be an ad or a clip where kids are talking about their experiences ... it needs to be some kinds of education campaign from kids”</p> <p>“Yeah I mean my sort of vision for it would be, that young people help us design it ... I think there’s two different audiences, so one is young people and one is parents and teachers so I think we all need to collaborate together on what it says and I also think there’s different things for different platforms”</p> <p>“I think it’s more about education and working with them to understand what this means, and how to self-regulate a bit more”</p> <p>“children under 18 aren’t really great self-regulators, they’re more run by the mood of the day and the peers that are around them ... for the majority of people I think it’s more about education and/or monitoring”</p> <p>“I mean teenagers and young people don’t think before they act”</p> <p>“I’m of the view that we should be developing education campaigns that are youth led ... and that we promote young people’s ideas about how to deal with these issues ... I think a lot of the existing campaigns do miss, they don’t get a buy-in from young people that they’re looking for. I mean that’s since they missed their target”</p> <p>“the Youth Participation Model ... it would be about young people affiliated with those partner organisations pushing it out to peers, you know, and that maybe in a school setting”</p> | <p>Youth focus and participation</p> | <p>Awareness of range/diversity of young people</p> |
| <p>“It would be great to see some king of online, maybe social media-based campaign, but it also needs to go through the sort of responsible adult as well, and through teachers, through workers ...”</p> <p>“there needs to be a continual public education around that”</p> <p>“Importantly, the biggest piece would be the education. We are constantly finding that the more work we do in relation to educating people about how to use the safety tools, the more people want more information”</p> <p>“Firstly our experience and the research that we have seen is that if children knew about the laws that existed, if they understood the information the law was, if they understood what harassment laws were, if they understood there were laws that stop</p> | <p>Online, offline and ongoing approaches</p> | <p>A combined online and offline strategy to communicate most effectively with young people</p> |

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| <p>and say that you know bullying activity is actually criminal, there would be a reduced rate, so we are constantly doing that and what we take from that question is the focus on education and learning not only students and kids but teachers and parents and police force to the law that already exist and how they may implement them”</p> <p>“education is the solution, education and outreach”</p> <p>“the idea of a one-off campaign for two weeks to say, Don’t do it, doesn’t make sense when you need ongoing presence in those types of spaces”</p> <p>“We put lots of posters up and eventually kids see it, and then they might ask you what does that mean ... you know, they’ve seen it for three months, and you might have talked about it, but then one day they’ll say, What does it actually mean?”</p> <p>“we spoke to young people about what stuff impacts with them, online is all very well ...but ... a policeman walking in with a gun on his hip and telling them about what they should do and shouldn’t do, by far had the strongest lasting impression”</p> | | |
| <p>“the label of cyberbullying is so redundant ...[so for a] public health sort of campaign, don’t call it cyberbullying, you know, because it’s such an old person 90s kind of term”</p> <p>“So the understanding of what cyberbullying is, and how you play that role, is far more important than, Hey don’t cyberbully, because the kids know that message, they got the message, Don’t cyberbully. It’s the same as, Don’t bully, it’s the same as, Don’t hit in the playground. It doesn’t necessarily stop people doing it”</p> <p>“So rather than focusing on educating people on the outcomes of doing it, focus on educating them about strategies to avoid it, manage it, and push it in the right direction”</p> <p>“teenagers, Indigenous or not, need to consider that it’s OK to post nice things about people as well ... so some education around that space would be brilliant, because I seriously do not believe that our kids would even think about posting positives”</p> <p>“you’d have to have a message presented in a number of formats .. because you’re going to different ages, different demographics, different geographical areas”</p> <p>“I think it then does sort of go to almost education an pro-social modelling in terms of if you’re unable to track down and resolve the dispute, or the reason the bullying is occurring, then it does, you sort of need to come from another angle, another channel”</p> <p>“any successful campaign would be coming from multiple angles”</p> <p>“there’s kind of the practical rules and there’s the social behavioral element of it as well”</p> <p>“I’d just really like to emphasise that need for education alongside any sort of legal action”</p> <p>“A tailored campaign ... So education and awareness but also support”</p> <p>“I think it’s a coalition of interest, and they all have their own role to play and different target sort of messages to make”</p> <p>“how do you help parents, how do you support parents ... for parents who are grappling with this problem, because I think, you know, I think many parents jut feel powerless ... there needs to be some, yeah, some national support for parents in relation to this issue”</p> <p>“So a content that clearly says 1) No one should be bullied, 2) It’s not your fault, and 3) that there are options that you can use to stop this behaviour occurring”</p> <p>“everyone’s got a stake in it because it affects so many different places ... So the trouble is there’s not a natural home for it, and that’s why it gets bounced around amongst a whole bunch of people”</p> | <p>Language and messaging</p> | <p>Understanding the impact of language – and the nuances of tailoring messaging to diverse audiences</p> |
| <p>So, you know, all the bits and pieces that exist actually coming together and working as a coordinated effort would be a good outcome”</p> <p>“there’s an enormous body of knowledge now around preventing obesity an stuff</p> | <p>Building on current resources and</p> | <p>Rather than inventing something new,</p> |

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| <p>amongst kids, so there could be some parallels around how actually [to] introduce a public health campaign that responds to cyberbullying”</p> <p>“there is an [sic] lot of goodwill here that the government is not considering before they went down this path, and wouldn’t it be fantastic if they extracted a few hundred thousand dollars or even more from the social media sites to work on some kind of combined campaign with the government you know”</p> <p>“Federal Police have carried out a role in this area, as have the Human Rights Commissions, and I don’t see any reason why they shouldn’t continue to do so. I think NGOs can operate in this spaces as well [e.g. Allannah and Madeleine Foundation, e-Smart, Jigsaw]”</p> <p>“There are heaps of cyber safety initiatives out there, and to my mind there’s lots of duplication, there’s lots of kind of wasting resources in a space that actually needs a lot more resources ... governments often just go with knee-jerk reactions, rather than the kind of nuanced and well, you know, evidence-based reactions. So government needs to be in the picture”</p> <p>“a multilayered approach [like drink-driving campaigns], because you had advertising which was sort of in itself contained education, and we also had laws changed in which to respond to that as well, and I imagine there probably would have been money to put into the police force to then enforce those laws as well”</p> <p>“we need a range of resources that could be the form of animated games, it could be in the form of podcasts, you know, young people talking about their experiences, and what options they used to end the bullying, and I think those resources could be on a national website ... then also be used by not-for-profit agencies on their own websites that are youth-specific agencies to get the word across to young people [e.g. Kids’ Hotline and ReachOut]”</p> <p>“increasingly I’m suspicious of so-called educational campaigns. These are often campaigns that are not well evaluated, they’re often campaigns that, you know, it’s very difficult to show the impact of a campaign unless it’s enormously successful”</p> | <p>other knowledge bases</p> | <p>recognising the value of initiatives and partnership which can create and critique future pathways</p> |
| <p>you’ll only get a reduction in cyberbullying cases if kids actually know what the consequences are”</p> <p>“It’s more about teaching them [young people] about how to deal with it, and as I said, changing the instance that a lot of know cyberbullying is wrong but do it anyway”</p> <p>“how do you create a cultural change approach, and very key elements of that of course is education and awareness raising, but it’s also about creating settings where it’s easy and normal for people to do the right thing”</p> <p>“The only educative thing is not to talk about bullies and victims, it’s to talk about the pro-social behaviours that we want in our young people”</p> <p>“To some extent its empowering the person being bullied, and it’s also empowering bystanders, and also educating the bully”</p> <p>“educating the young people on what is and what isn’t acceptable ... giving them sort of tools on how to deal with it themselves”</p> <p>“we don’t teach them the types of behaviours in the online space in the same way that they learn that sort of stuff in other places ... kids learn through that sort of interaction ... so there’s no social norms or social training that happens in terms of how people are taught how to use these spaces ... it’s good and it’s important that we teach how to behave in these spaces”</p> <p>“there are many education programs, but unless you have a program that is aimed at behavioral change, you know, we all know to do the right thing in many areas of society, but it doesn’t mean you always do them”</p> <p>“We would think educative responses that promote empathy to other children would be more effective than criminal sanctions”</p> | <p>Behaviour change focus</p> | <p>The focus should be upon empowering people via behavioural and cultural change</p> |

Table 6 Role of social media

| Quote | Inductive code | Description |
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| <p>“they probably should [be regulated], but the question is really more about whether it can be implemented in practice ... I mean I guess you’d want to encourage them to have some kind of social responsibility, yeah. How to do that I’m not sure!!”</p> <p>“I think there’s a whole lot that they could and probably should be doing in those sites”</p> <p>“I think they need to know that they’ve got certain legal obligations, and not just obligations as and when it suits them”</p> <p>“I think it’s a great idea to make people more accountable for the sort of content that comes up on these websites, but how are you going to do it?”</p> <p>“as a society we should protect kids, and kids need greater support, therefore they need greater protection. So we would advocate that they should play a role in helping to remove material that’s harming children”</p> | <p>Aligning social and legal responsibilities</p> | <p>Tensions of aligning social and legal responsibilities; while social responsibility is clear – the realities of legal responsibilities are murky</p> |
| <p>“I think it is a tricky question given the multinational kind of nature of the way a lot of them operate, and given the ease with which, really the fluidity of young people, the way people move between different sites and different platforms, I just think it’s a really hard space to regulate with the kind of heavy hand of the law”</p> <p>“I think for a company that is not based in Australia legislation is going to be very difficult to actually help do anything for a site that’s based outside of the country”</p> <p>“hard to convince anyone overseas that Australia needs a special terms of use”</p> <p>“I mean up until six months ago, Twitter didn’t even have an office in Australia. Who were you going to get to comply? How are you going to get them to comply, and if they don’t comply what do you do?”</p> <p>“I think it would be pretty hard to enact laws to govern international corporations, often when servers and so on are overseas, so I think it’s a matter of developing codes of practice at this stage... maybe it’s premature to talk about regulation until we can contest, and develop codes of conduct that we can hold people accountable to. Well let’s test the goodwill”</p> | <p>Territorial complexities</p> | <p>The geographic location of social media sites is a key obstacle in discussions about their capacity to comply with any new laws</p> |
| <p>“I think that with the best will in the world, their commercial imperatives tend to outweigh the other side of what they’re doing ... I would expect them to be consulted, and try and develop together with the e-Commissioner, the best method of dealing with some these matters”</p> <p>“I think that most social networking sites want more people to go on it, so that they can get richer by advertising, so they need to pacify a lot of people, and I believe because it’s commercially driven, they will do so ... So I think as long as there’s clear procedures for people to request it, I am sure that they would cooperate, not necessarily for any altruistic benefit, but for a commercial benefit”</p> | <p>Commercial imperatives</p> | <p>While it might be seen outside their commercial imperatives, another perspective is that it would be in their best interests to comply</p> |
| <p>We know for a fact now that children now are moving towards alternative sites, they still go to the main sites obviously but Snapchat and Kik and a bunch of other sites who would not be covered under the legislation”</p> <p>“quite often the biggest harm comes from the newest one [social media site] on the block, which is why having a social environment where people are capable and enable to deal with issues as they arise, is really important, but that said I think there is a responsibility there”</p> <p>“Now you know I don’t know what the actual solution would be for the smaller sites, but certainly it seems odd that they are not part of the equation if police are saying that’s where a lot of the problems are actually coming from”</p> | <p>Rapid emergence of new media sites</p> | <p>While there is a focus on large social media sites, how to keep pace with smaller sites and their responsibilities is a key issue</p> |
| <p>“... they might respond really harshly to one thing that seems not terribly damaging, and then not respond to another thing. I think they should be held to account for that stuff, but I think that it’s also really important to somehow enforce consistency around that”</p> <p>“there have been corporate players ... who have been incredibly unresponsive and difficult to work with, around these issues ... regulation is a good idea”</p> | <p>Consistency required</p> | <p>Having a consistent, across the board approach to responding would</p> |

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| | | be beneficial |
| <p>“there’s a lot that they can do in terms of building safer environments and being encouraged to do that, that’s not a regulatory response or a burden on them ...So encouraging or incentivising industry to have those mechanisms in place so that you might minimise the extent to which trouble occurs”</p> <p>“Look, by all means look at regulation, but I think it’s not going to answer the questions because it doesn’t, if we can’t even regulate our own [traditional] media, how can we regulate these billions of people are that are creating their own sort of publications, every minutes”</p> <p>“So is the problem that the removing isn’t working or is the problem that people don’t know about it”</p> <p>“You are far better getting them [social media sites] on side and working within the framework ... and you’re far more likely to get an outcome that has that common goal, by working together rather than by saying, Hey, actually, legislation says ...”</p> <p>“I think the challenges there is how you regulate without just falling into those kind of simplistic understandings of how social media operates, indeed how cyberbullying operates, right?”</p> | Exploring alternate options | Understanding that there are other avenues to explore which may be more effective and practical |
| <p>“There is nothing that the government seems to say should be taken down that is not already, or that wouldn’t already be taken down [under social media sites terms of use] ... why would you introduce new legislation, in an area where terms of use already cover exactly what the legislation is requiring”</p> <p>“not sure why we need a new regulator for that relationship, why can’t we just formalise something we’ve already got in place”</p> <p>“I can trust them to triage it already [a critical case to respond to and take down content from a social media site]... if you’re legislating, regulating, the assumption is that you assume industry doesn’t want to do this. And that’s wrong, industry wants to do this.”</p> <p>“quite a few of them [social media sites] ... have certainly run campaign to educate people about the fact that those exist [Help Centres and Report Abuse buttons], and yeah, I think they should be complicit and involved in any of this type of communication”</p> <p>“If we work to maximise the positives of social media use, that to some extent can help to minimise, or enable a user to respond more effectively, to online, you know, to the risks associated with social media”</p> <p>“social media is very much part of the solution, rather than, rather than the problem”</p> <p>“developing and fostering really positive relationships with these corporations ... So I guess I’d be advocating very much the soft power approach ... ultimately we want those corporations on side, working with us to resolve the issues, and actually working with us to promote ... the kinds of values that, you know, are going to minimise the incidents of cyberbullying”</p> | Current capacities | Recognising the way in which social media sites are currently responding – and how can we extend that relationship |

Table 7 Role of curriculum

| Quote | Inductive code | Description |
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| <p>“there’s lots of ways you could weave it into the curriculum ... through all different subjects. ”</p> <p>“I mean it can be woven into things, it doesn’t have to be a specific extra conversation, it can be woven into existing lessons and processes, I would have thought”</p> <p>“there’s another group ... they do drama performances for schools, which I’ve been to and seen, on cyberbullying, and they’re quite interactive and engaging”</p> <p>“becomes woven in from the beginning of learning IT [Information Technology]”</p> | Integrative approach | Utilise/build on existing subjects and resources |

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| <p>“actively involve young people in spreading the message as well”</p> <p>“I guess the only other thing I think is really important in this spaces, is about engaging children and young people to be part of the discussions ... using them to help formulate what concerns them most, what worries them most, and the solutions that they’d like to see put in place. I think would be really kind of important part of any strategy”</p> <p>“it could be quite creative ... get young people to make promotional films”</p> | <p>Youth participation & creativity</p> | <p>Involve young people in strategies and creative developments</p> |
| <p>“the more that everyone puts out a positive message and everyone feels empowered ... then it probably feels like it’s an issue that’s more under control, and you can actively do something about it”</p> <p>“I think the messages have to be not directed just to the bully, but also to children, young people who are the victims of bullying, to make sure that they know what they can do to respond, and the other big player in the equation is the third party observers”</p> | <p>Empowering people and tailoring messaging</p> | <p>Enabling a diversity of people to be proactive</p> |
| <p>“I think it has to be part of a whole respectful culture within a school, so not be seen as it’s just about the technology thing, it’s about being respectful generally”</p> <p>“schools with strong values are much less likely to experience extended incidents of cyberbullying ... there’s a lot of positive peer pressure on the bullies to cease and desist”</p> <p>“we want schools to have social/emotional learning, which we know actually increases academic performance”</p> <p>“we’ve become very fixated on delivery content, when actually what we need to be, what we need to become much more aware of is how we are inculcating values in our young people”</p> <p>“I think it’s about safe and respectful schools”</p> <p>“we’ve identified that schools need to have the right leadership, drive, to make the change; they need to have the right leadership, drive, to make the change; they need to have the right policies and procedures; they need to educate the teachers so that they know what to do and how to deal with bullying and cyberbullying [e.g. e-Smart]”</p> <p>“defining for schools what their responsibility are ... maybe some more guidance and policies that support the [NSSF] framework would be useful as well”</p> <p>“my understanding is that framework [NSSF] is a code of practice, rather than being a framework that schools have to implement ... I think that’s the big gap in Australia that we don’t have any mandated subjects or processes to ensure that, that schools are compliant..some mechanism that makes it a compulsory set of processes that schools have to enact”</p> <p>“making sure that every school has some champions around the issue”</p> <p>“experiential learning models are a really crucial way to go in that they enable young people ... to come face-to-face with risk, make decisions about it, and experience the consequences in a safe and supported environment”</p> | <p>Developing a whole school culture and guidance</p> | <p>Understanding that change is not just about resources and regulations – it’s about culture, values and support</p> |
| <p>“I think we do dump a lot on teachers, so that’s an implication if we’re asking them to do more and we’re not giving them any more to do it with”</p> <p>“It’s about teachers understanding that their relationship with students, their relationship with how they conduct themselves, and their relationships with other staff members, how they as people who more power in a school, how they treat people they know have more power with. If you don’t get the adults doing that right, then how can we model it to the children? ... That’s where we’ve got to star, not making these half-baked little programs that you can put in schools that teachers don’t have time for”</p> <p>“a significant number of teachers there [at conferences], if you ask them the question to put up their hands those who’ve not had any formal training in dealing with bullying, there’s a forest of hands goes up”</p> <p>“I means those kinds of models of education [experiential learning models] are</p> | <p>Mindful of implications for educators</p> | <p>Understanding the current pressures on teachers – but also the range of ways in which they can model and integrate positive behaviour</p> |

| | | |
|---|--|--|
| <p>necessarily more resource intensive, but the evidence seems to show that they are also much more effective than simply sending out a message via numerous channels”</p> <p>“I think we should stop giving schools the sole responsibility for this question. I think they are magnificent, but it’s clear from work I’ve been doing that schools are really pressured. They have multiple competing demands ... we could think of schools as a platform”</p> <p>“there’s always a role for the curriculum in everything, but you can’t fit it all in”</p> <p>“we could fashion the content of it to meet the National Curriculum requirements ... I think teachers have a role in terms of getting information across to, you know, the school children about the laws, about the options that children have to seek help, and also to mediate in relation to bullying behaviour”</p> <p>“we do ask a lot of our teachers ... they have to look after the emotional and social needs of our kids, and to look after the education, and I think we just have to be mindful that they’re human beings, you know, we ask so much”</p> | | |
|---|--|--|

4. Triangulation and comparison

Table 8 Triangulation and comparison table by data sets and questions

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | Youth crowdsourcing: Young people | GfK Survey Young people | |
|--|--|---|--|---|---|
| 3.0 Options for dealing with CB under Commonwealth legislation | | | | Recognition of Cyberbullying as a term | |
| Aligns with 3.1 Options for a CB Offence & | | | | | |
| 3.2 Options for a Civil penalty regime | | | | | |
| Option 1: Leave existing offence unchanged and implement education and awareness raising measures to better explain the application of the current offence | Youth & Adult awareness of CB | Do you think that young people know enough about the current laws relevant to cyberbullying? | Do you think that young people know enough about the current laws relevant to cyberbullying? | | 93% Yes |
| Option 2: Create a separate CB offence covering conduct where the victim is a minor with a lesser | | Yes | 7.5% | Yes | 21% |
| | | No | 86.8% | No | 79% |
| | | Unsure | 5.7% | | |
| | | | | | Behaviours perceived to constitute cyberbullying: Is |

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | Youth crowdsourcing: Young people | GfK Survey Young people | | | | | | | | | | | | |
|---|---|---|-----------------------------------|--|--|-----|---|---|--|-----|---|-----|---|-----|--|-----|
| <p>maximum penalty such as a fine.</p> <p>Option 3: Create a separate CER to deal with CB modelled on the NZ approved agency approach</p> | | | | <p>Cyberbullying</p> <table border="1"> <tr> <td>Being menacing, harassing or offensive on the internet/ mobile phone</td> <td>92%</td> </tr> <tr> <td>Blackmail (or trying to force) someone to send inappropriate personal photos on the internet/mobile</td> <td>88%</td> </tr> <tr> <td>Saying something untrue about someone on the internet/mobile</td> <td>71%</td> </tr> <tr> <td>Deliberately excluding others or encouraging others to exclude a person or group on the internet/mobile</td> <td>60%</td> </tr> <tr> <td>Accessing or breaking into/hacking another person's account</td> <td>58%</td> </tr> <tr> <td>Being menacing, harassing or offensive on the internet/ mobile phone</td> <td>92%</td> </tr> </table> | Being menacing, harassing or offensive on the internet/ mobile phone | 92% | Blackmail (or trying to force) someone to send inappropriate personal photos on the internet/mobile | 88% | Saying something untrue about someone on the internet/mobile | 71% | Deliberately excluding others or encouraging others to exclude a person or group on the internet/mobile | 60% | Accessing or breaking into/hacking another person's account | 58% | Being menacing, harassing or offensive on the internet/ mobile phone | 92% |
| | | Being menacing, harassing or offensive on the internet/ mobile phone | 92% | | | | | | | | | | | | | |
| | | Blackmail (or trying to force) someone to send inappropriate personal photos on the internet/mobile | 88% | | | | | | | | | | | | | |
| | | Saying something untrue about someone on the internet/mobile | 71% | | | | | | | | | | | | | |
| | | Deliberately excluding others or encouraging others to exclude a person or group on the internet/mobile | 60% | | | | | | | | | | | | | |
| | | Accessing or breaking into/hacking another person's account | 58% | | | | | | | | | | | | | |
| | | Being menacing, harassing or offensive on the internet/ mobile phone | 92% | | | | | | | | | | | | | |
| Links to 3.1 Options for a CB Offence | <p>Establishing baseline understanding</p> | <p>Do you think CB can be considered an offence under existing laws? Adults</p> <table border="1"> <tr> <td>Yes</td> <td>42.9%</td> </tr> </table> | Yes | 42.9% | <p>Do you think CB can be considered an offence under existing laws? Of the 53 Young People who responded to this item</p> <table border="1"> <tr> <td>Yes</td> <td>67.9%</td> </tr> </table> | Yes | 67.9% | <p>CB as a criminal offence (pg 34)- Young People</p> <table border="1"> <tr> <td>Yes</td> <td>63%</td> </tr> </table> | Yes | 63% | | | | | | |
| Yes | | 42.9% | | | | | | | | | | | | | | |
| Yes | 67.9% | | | | | | | | | | | | | | | |
| Yes | 63% | | | | | | | | | | | | | | | |

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | | Youth crowdsourcing: Young people | | GfK Survey Young people | |
|------------------|---|---|-------|-----------------------------------|-------|---|-----|
| | | No | 3.6% | No | 18.9% | No | 9% |
| | | Unsure | 53.6% | Unsure | 13.2% | Unsure | 28% |
| | | | | | | | |
| | | | | | | | |
| | Establishing baseline data: Behaviours perceived to constitute a criminal offence | | | | | Definitely a crime | |
| | | | | | | Blackmail (or trying to force) someone to send inappropriate personal photos on the internet/mobile | 83% |
| | | | | | | Accessing or breaking into/hacking another person's account | 73% |
| | | | | | | Being menacing, harassing or offensive on the internet/ mobile phone | 69% |
| | | | | | | Saying something untrue about someone on the internet/mobile | 26% |
| | | | | | | Deliberately excluding others or encouraging others to exclude a person or group on the internet/mobile | 18% |
| | | | | | | | |
| | Establishing baseline data: Legal punishment applies by age | | | | | Do you think that legal punishment for cyberbullying applies? | |
| | | | | | | To all age groups | 69% |
| | | | | | | Only for adults aged | 3% |

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | Youth crowdsourcing: Young people | GfK Survey Young people | |
|---------------------------------------|--------------------|---|-----------------------------------|---|--------------------------------------|
| | group | | | 18 yrs and over | |
| | | | | Only for people aged 15 years and over | 5% |
| | | | | Only for people aged 10 years and over | 3% |
| | | | | There are legal penalties for CB but I'm not sure who they would apply to | 20% |
| | | | | | |
| Links to 3.1 Options for a CB Offence | Penalties | | | Penalty depended on behaviour (the range reflects the variation across each of the behaviours specified in the survey) | |
| | | | | Being banned from social networks or websites | 38%-58% |
| | | | | Police warning/good behaviour bond possible criminal record | 20%- 55% |
| | | | | Confiscation of devices | 26%-40% |
| | | | | Expulsion from school | 18%-37% |
| | | | | Community service | 18%-33% |
| | | | | Paying a fine | 14%-34% |
| | | | | Getting arrested & going to jail | 7%-37% |
| | | | | Unsure about the penalties | 15%-46% |
| | | | | | Likelihood of police charging |

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | Youth crowdsourcing: Young people | GfK Survey Young people | |
|------------------|--------------------|---|---|---|--------------|
| | | | | cyberbullies | |
| | | | | Half of the time or more (aggregate total) | 20% |
| | | | | Quarter of the time or less (aggregate total) | 50% |
| | | Do you think the current penalties including the possibility of a criminal record and going to a juvenile detention centre are appropriate for discouraging young people from cyberbullying | Do you think the current penalties including the possibility of a criminal record and going to a juvenile detention centre are appropriate for discouraging young people from cyberbullying | | |
| | | Yes | 50.9% | Yes | 70% |
| | | No | 28.3% | No | 30% |
| | | Unsure | 20.8% | | |
| | | What Information do you think should influence the level and type of penalty handed out if a new, simplified cyberbullying law for under 18s was introduced | What Information do you think should influence the level and type of penalty handed out if a new, simplified cyberbullying law for under 18s was introduced | | |
| | | | YES | | YES |
| | | The cyberbully's age | 78.3% | The cyberbully's age | 59% |
| | | Type of incident | 95.7% | Type of incident | 84.9% |
| | | Impact on the victim | 71.1% | Impact on the victim | 77.5% |
| | | The victim's age | 62.2% | The victim's age | 48.0% |
| | | Previous incidents/offences | 89.1% | Previous incidents/offences | 72.7% |
| | | Other | 21.1% | Other | Unavailab |

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | Youth crowdsourcing: Young people | GfK Survey Young people | |
|---------------------------------------|--|--|-----------------------------------|--|------------|
| | | | le | | |
| | | | | | |
| | | | | | |
| Links to 3.1 Options for a CB Offence | Response Options: See Discussion Paper | Do you think a new CER should be introduced which applies to young people under the age of 18 who cyberbully? | | Do you think a new CER should be introduced which applies to young people under the age of 19 who cyberbully? | |
| | | Yes | 59% | Yes | 61% |
| | | No | 15% | No | 14% |
| | | Unsure | 26% | Unsure | 25% |
| | | Do you think that the introduction of a CER would discourage young people from cyberbullying? | | Do you think that the introduction of a CER would discourage young people from cyberbullying? | |
| | | Yes | 44% | Yes | 42% |
| | | No | 24% | No | 21% |
| | | Unsure | 32% | Unsure | 37% |
| | | If the current laws did refer specifically to cyberbullying, would they more effectively discourage young people from cyberbullying? | | If the current laws did refer specifically to cyberbullying, would they more effectively discourage young people from cyberbullying? | |
| | | Yes | 66.0% | Yes | 77% |
| | | No | 13.2% | No | 23% |
| | | Unsure | 20.8% | | |
| | | Do you think that the existing laws should be left unchanged? | | | |
| Yes | 9.4% | | | | |

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | Youth crowdsourcing: Young people | GfK Survey Young people |
|------------------|---------------------|---|---|--|
| | | No 50.9% | | |
| | | Unsure 39.6% | | |
| | | | | |
| | | Do you think that the introduction of a new, simplified cyberbullying offence would discourage young people from cyberbullying? | Do you think that the introduction of a new, simplified cyberbullying offence would discourage young people from cyberbullying? | |
| | | Yes 68% | Yes 58% | |
| | | No 15% | No 12% | |
| | | Unsure 17% | Unsure 30% | |
| | | | | |
| | | | | |
| | Help seeking | | | If you were being CB, or heard of someone else being CB, would you go to the following for help or let them know- YES |
| | | | | Family (parents, siblings) Aggregate 90% |
| | | | | School (teachers, counsellor, principal) aggregate 75% |
| | | | | Support services (CB website, helplines) (aggregate) 52% |
| | | | | The police 36% |
| | | | | Other parents (victim, bully) aggregate 35% |

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | Youth crowdsourcing: Young people | GfK Survey Young people | | |
|---------------------------------------|------------------------------|---|---|---|---------------------|---|
| Links to 3.1 Options for a CB Offence | Who can do something? Impact | | | In your opinion which of the following can do something about a cyberbully | | |
| | | | | The police 72% | | |
| | | | | Law courts 59% | | |
| | | | | | | |
| | | How much impact do you think the following might have on reducing cyberbullying incidents amongst young people (under the age of 18 years)? | Some or High Impact | How much impact do you think the following might have on reducing cyberbullying incidents amongst young people (under the age of 18 years)? | Some or High Impact | *The total sum for this survey item was calculated by assigning the following values to the response options: no impact = 0, little impact = 1, some impact =2, high impact = 3 |
| | | Keep existing laws as they are | 21.1 % | Keep existing laws as they are | 38% | |
| | | Change existing laws to specifically mention CB | 71.8 % | Change existing laws to specifically mention CB | 78% | |
| | | Introduce a new, simplified criminal law against cyberbullying | 89.8 % | Introduce a new, simplified criminal law against cyberbullying | 81% | |
| | | Keep the existing laws and introduce a new CER with lesser penalties such as a fine | 71.8 % | Keep the existing laws and introduce a new CER with lesser penalties such as a fine | 86% | |
| | | Design and deliver a new information/education campaign about the legal consequences of CB | 92.3 % | Design and deliver a new information/education campaign about the legal consequences of CB 58% | | |
| | | Who do you think should be responsible for delivering | Who do you think should be responsible for delivering | | | |

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | Youth crowdsourcing: Young people | GfK Survey Young people |
|------------------|---------------------------------|---|--|---|
| | | consequences to young people under the age of 18 for acts of CB | consequences to young people under the age of 18 for acts of CB | |
| | | Criminal court 88.6% | Criminal court 45.4% | |
| | | Children's e-Safety Commissioner 91.2% | Children's e-Safety Commissioner 44.6% | |
| | | Social media websites 63.6% | Social media websites 25.5% | |
| | | Home/Family/Caregiver 86.5% | Home/Family/Caregiver 50.2% | |
| | | School 74.3% | School 59.8% | |
| | | Other 36.4% | Other 8.5% | |
| | | Police 94.6% | Police 74.2% | |
| | | | | |
| | | | | |
| | | | | |
| | Education/information campaigns | | | Reported impact of knowledge of cyberbullying as an offence with criminal implications on CB behaviour |
| | | | | They would stop cyberbullying completely/less people or only some people 42% |
| | | | | They would stop CB completely/less people/ would think more before they cyberbully someone but would probably still do it 81% |
| | | | In your opinion, where are the best places to connect young people with information and help about cyberbullying | Top channels for information/education dissemination |

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | Youth crowdsourcing: Young people | | GfK Survey Young people | |
|------------------|--------------------|---|--|-------|---|------|
| | | | | | Via schools | 93 % |
| | | | School | 87.8% | Via media (total including news programs) | 70 % |
| | | | Govt website | 19.6% | Via media (aggregate) | 66 % |
| | | | Police | 42.1% | | |
| | | | Health websites | 31.7% | | |
| | | | Social campaigns | 62.7% | | |
| | | | Televisions | 60.1% | | |
| | | | Parents | 48.7% | | |
| | | | Friends | 57.6% | | |
| | | | Blogs | 25.1% | | |
| | | | Chat sites | 19.6% | | |
| | | | Print media | 23.2% | | |
| | | | Social websites | 59.0% | | |
| | | | Other | 9.2% | | |
| | | | Was there justification for the introduction of a new information /education campaign to communicate information about the legal and social consequences of CB | | | |
| | | Yes | 87.5% | | | |
| | | No | 12.5% | | | |
| | | | | | | |
| | | | | | | |

| Discussion Paper | Macro-level Themes | Survey Principals, Teachers, Pre-service teachers & Parents | Youth crowdsourcing: Young people | GfK Survey Young people | | |
|---|--------------------|---|---|-------------------------|-----|--|
| Aligns with 2. Rapid removal of material that is harmful to a child from social media sites | Social Media | Do you think that social media websites (e.g. YouTube, or Snapchat) should be required to follow any Australian cyberbullying laws? | Do you think that social media websites (e.g. YouTube, or Snapchat) should be required to follow any Australian cyberbullying laws? | | | |
| | | Yes | 78.9% | Yes | 64% | |
| | | No | 7.9% | No | 19% | |
| | | Unsure | 13.2% | Unsure | 17% | |
| | | Question 20: Do you think that this should also apply to other sites that have chat functions, including gaming sites? | Question 20: Do you think that this should also apply to other sites that have chat functions, including gaming sites? | | | |
| | | Yes | 73.7% | Yes | 63% | |
| | | No | 7.9% | No | 20% | |
| | | Unsure | 18.4% | Unsure | 17% | |
| | | | | | | |
| | | | | | | |

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