

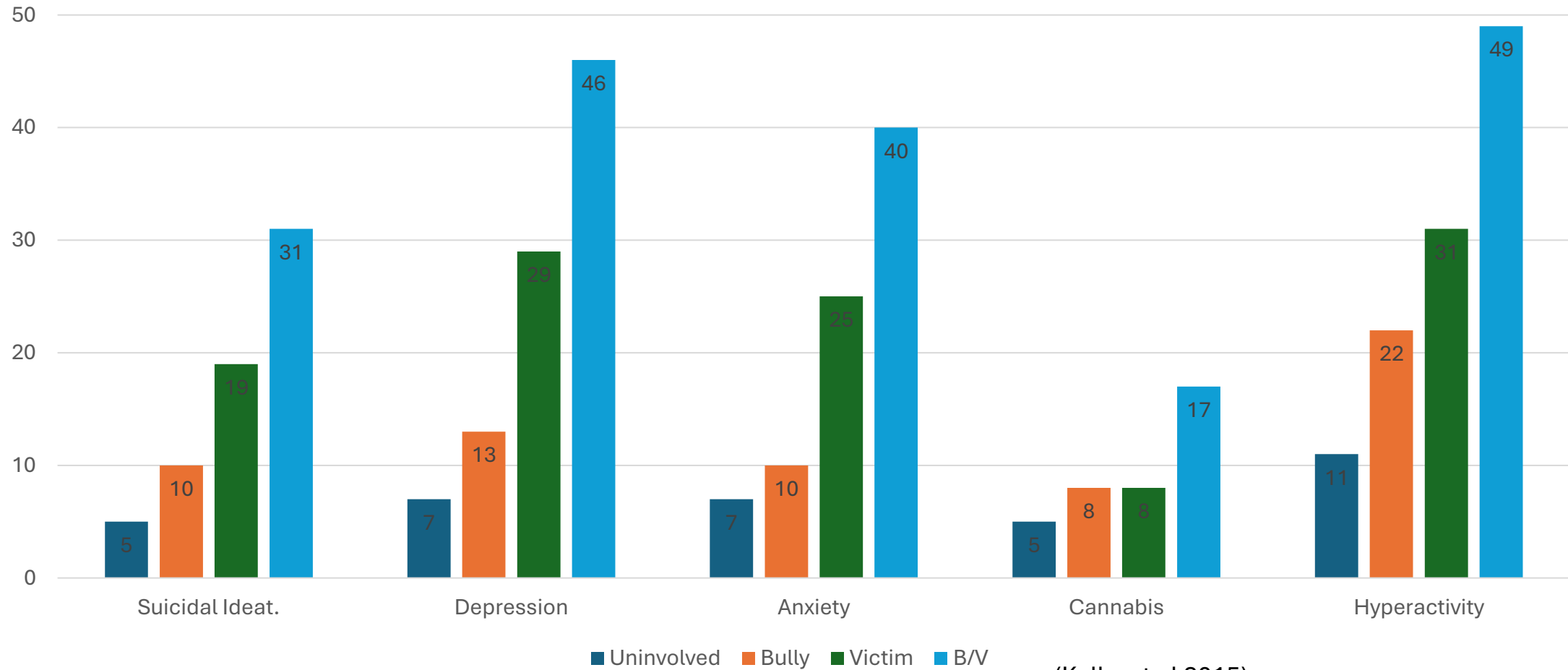
What can make the most difference to protect students from bullying and cyberbullying

Donna Cross

Emeritus Professor, UWA



Mental Health and Risk Behaviours by 'Bullying Role'

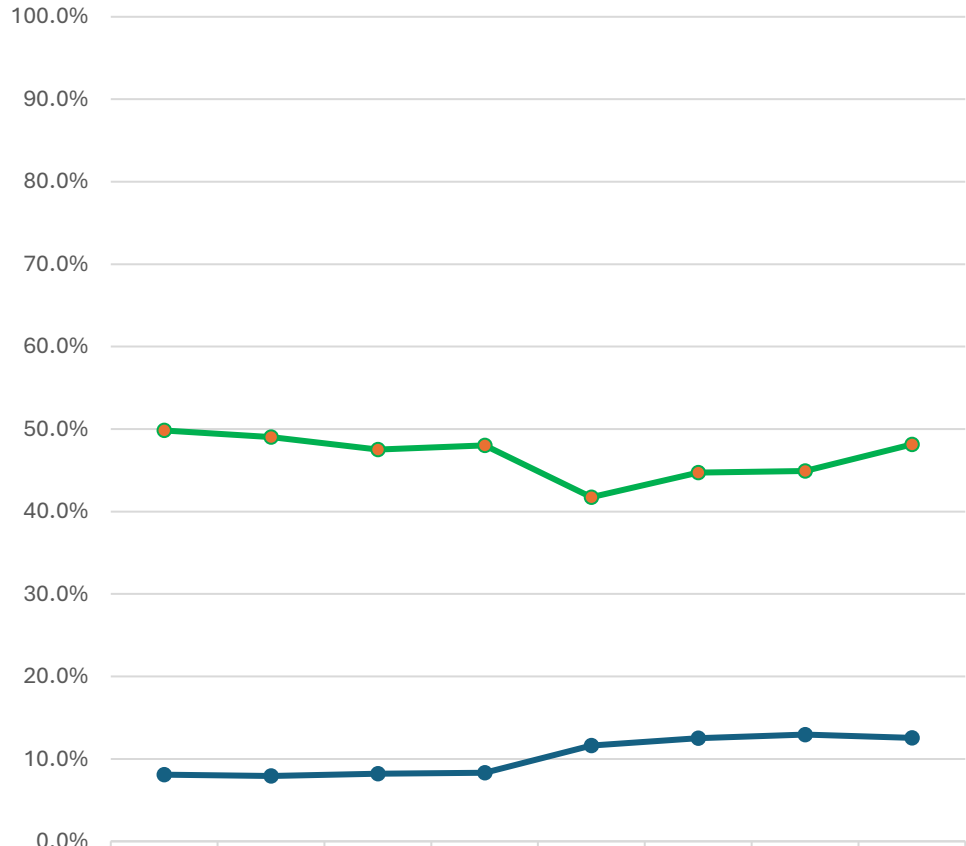


(Kelly, et al 2015)

Cyberbullying and Traditional Bullying

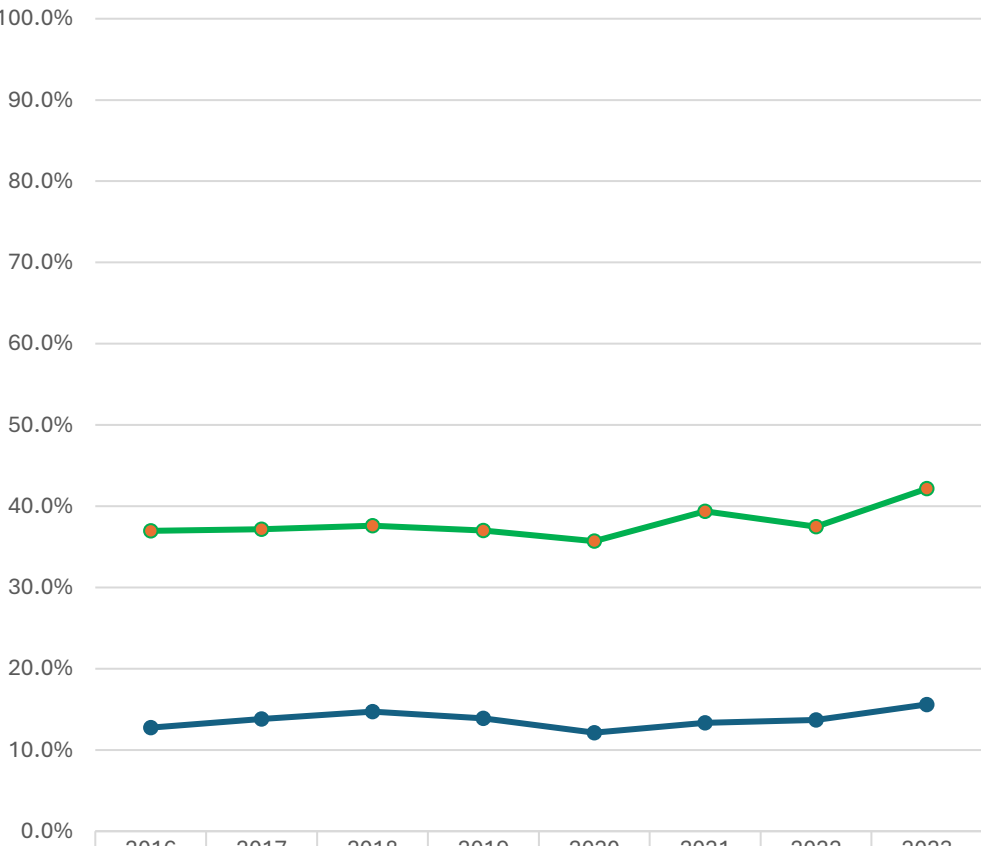
(NSW Mental Health Commission Report, 2023)

**Cyberbullying and Traditional Bullying - All NSW
(Year 4-6)**



	2016	2017	2018	2019	2020	2021	2022	2023
Cyberbullying	8.1%	7.9%	8.2%	8.3%	11.6%	12.5%	12.9%	12.6%
Traditional Bullying	49.8%	49.0%	47.5%	48.0%	41.7%	44.7%	44.9%	48.1%

**Cyberbullying and Traditional Bullying - All NSW
(Secondary School)**



	2016	2017	2018	2019	2020	2021	2022	2023
Cyberbullying	12.7%	13.8%	14.7%	13.9%	12.1%	13.3%	13.7%	15.6%
Traditional Bullying	37.0%	37.2%	37.6%	37.0%	35.7%	39.4%	37.5%	42.2%

Risk and protective factors

Prior experience of being bullied

Engagement in disruptive behaviour

Engagement in truancy (secondary only)

Positive sense of belonging

Knowing where to get help if bullied

Positive classroom learning climate

Positive teacher-student relationships

Positive school built environment

Positive peer relationships

Positive sense of school advocacy (secondary only)

What can we do to
help?



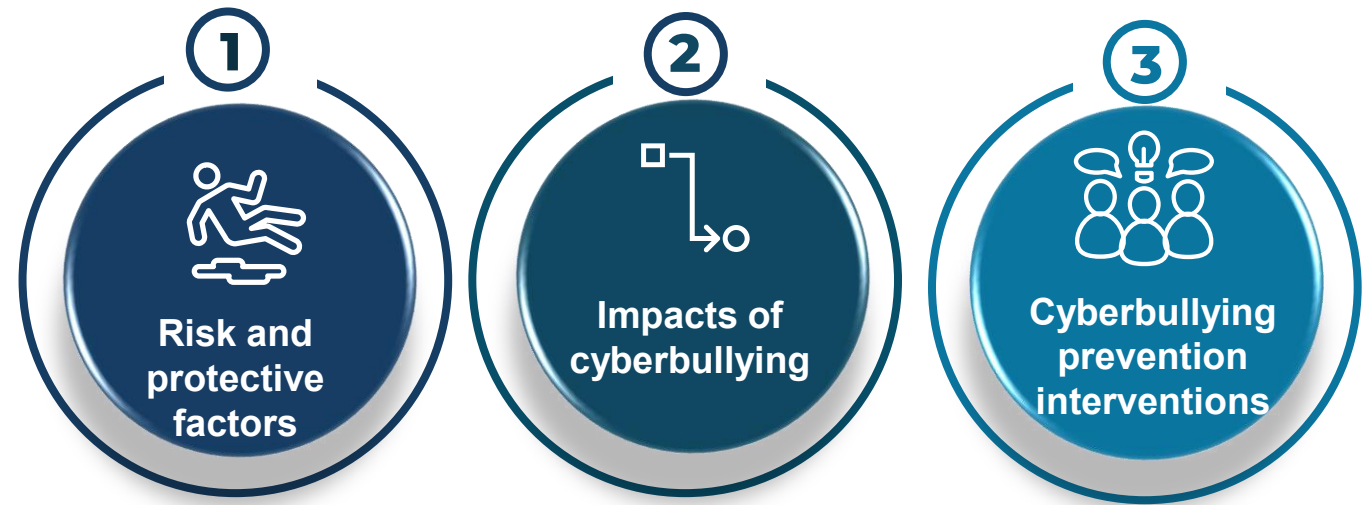
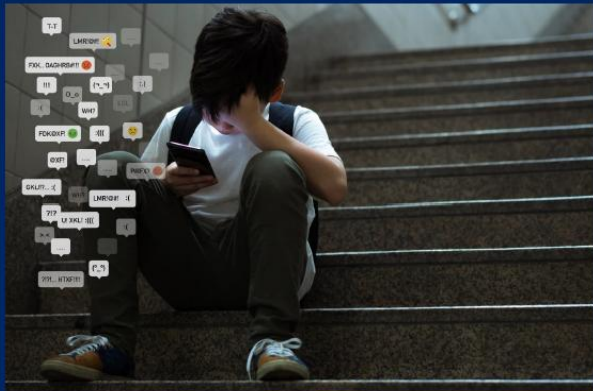
Cyberbullying Evidence Review

(2,300 studies published since 2019 synthesised in 105 / 1,103 unique peer-reviewed papers)

Protecting children and adolescents from cyberbullying: An evidence review of risk and protective factors and effective interventions



August 2024



Download <https://www.nsw.gov.au/education-and-training/nesa/about/research/reports/protecting-children-and-adolescents-from-cyberbullying>

Cyberbullying

*“Over the past 4 years eSafety Commissioner data shows a **313%** **increase in cyberbullying incidents**, together with a marked shift towards more acute and persistent bullying tactics.”*

(Julie Inman-Grant, 2024)



**What if
'technology'
was a
swimming
pool...**





How do we
supervise,
monitor kids' use
and join in with
their activities?

How do we teach
kids to play and
use it safely?





What actions
do we take
such as setting
rules to keep
kids safe?

What do we do to
prepare our kids
should things go
wrong ...

or when things go
wrong?



Benefits V Challenges

Benefits

- 1 Improved learning
- 2 Improved creativity
- 3 Enhanced digital literacy
- 4 More frequent social contact to share experiences
- 5 Build friendships
- 6 Maintain social connections

Challenges

- 1 Children are still developing physically, socially, and emotionally.
- 2 Still building capacity for effective decision-making.
- 3 Still developing ability to prevent and manage digital risks.
- 4 Filters and controls alone don't ensure online safety.
- 5 Parents may lack confidence or skills to support safe tech use.

www.beaconapp.org.au



DOWNLOAD THE FREE APP

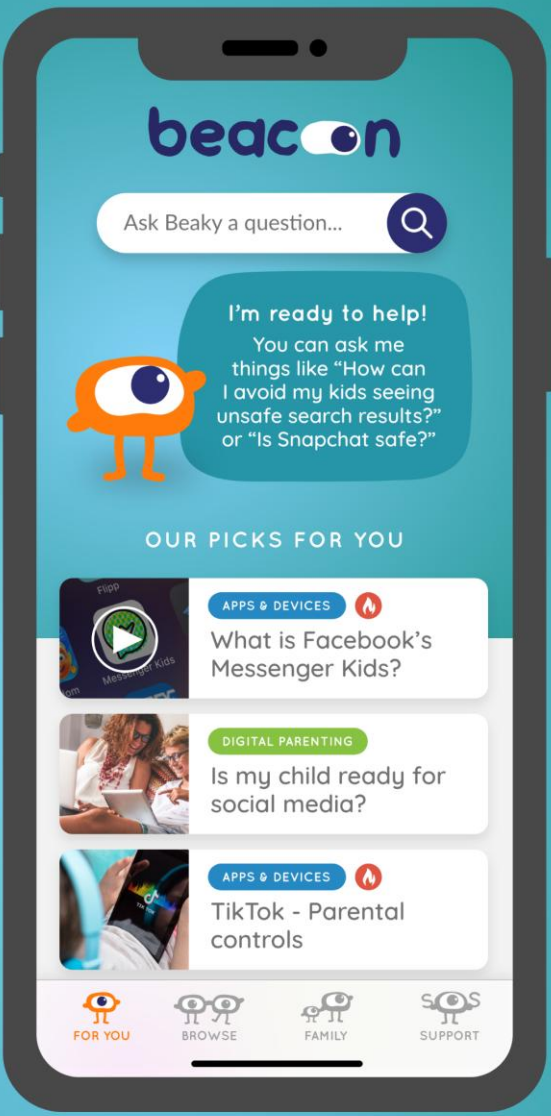


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KIDS
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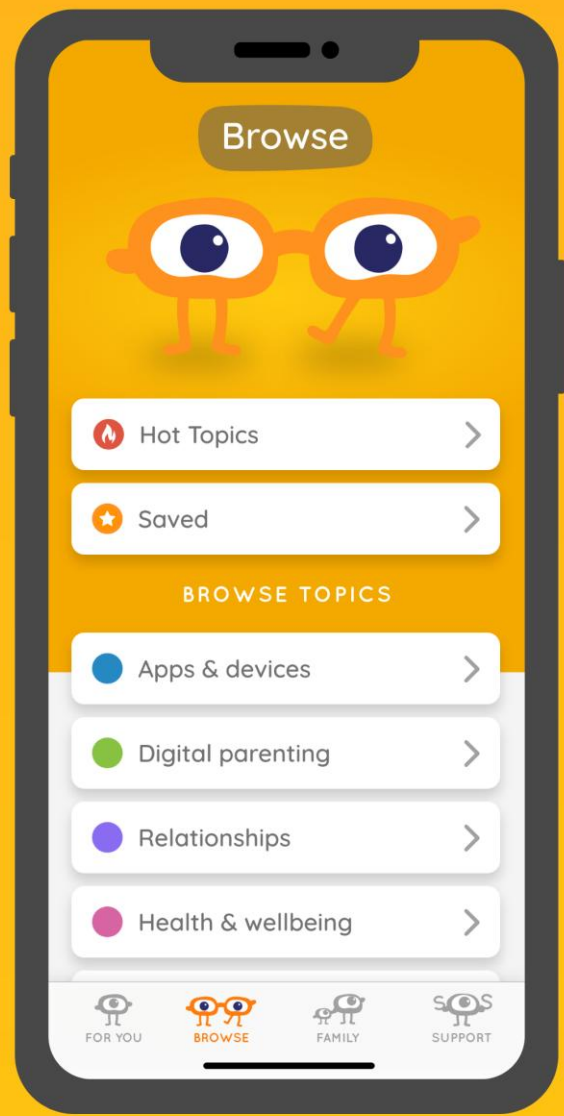


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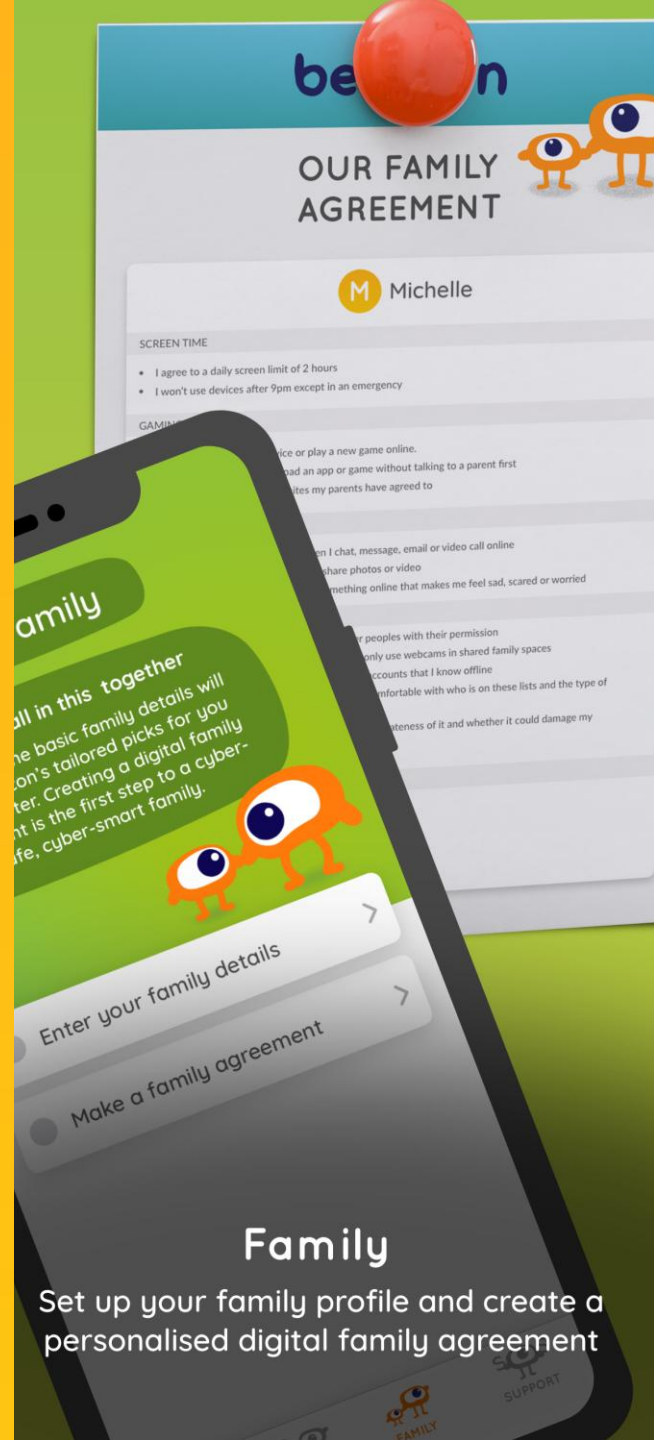
For You

Tailored content and alerts unique to your family's needs



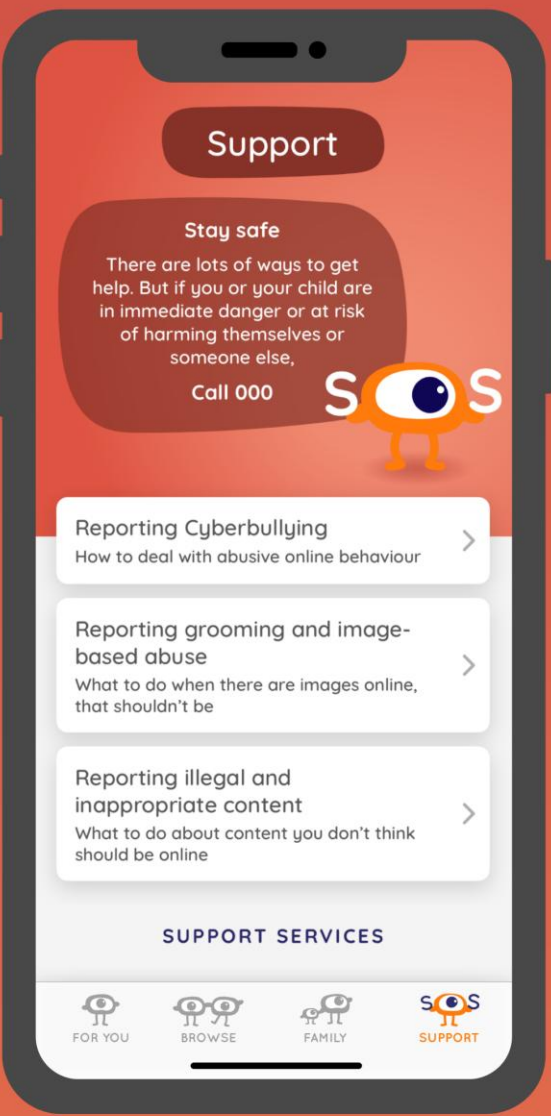
Browse

Over 600 cyber safety articles and videos backed by the latest research



Family

Set up your family profile and create a personalised digital family agreement



Support

Find help and services that are available to you and your family

Protecting your child online

- **Model and encourage strong passwords and treat like a “toothbrush”**
- Avoid posting personal details like full names, school names, or locations to prevent scams, identity theft, or unwanted contact.
- **Consider online reputation and digital footprint**
- **Involve your child in decisions about sharing their photos.** Avoid images with details like uniforms or locations and always check with others in the image/parents before sharing.
- **Talk about consent and the law:** Make sure your child understands that sharing sexual images of anyone under 18, even of themselves is illegal, and the consequences can be serious.
- **Support awareness of online advertising:** Help your child understand that companies collect data from online activity and teach how to adjust privacy settings or use ad blockers.

Catholic School Parents Australia Submission to the Anti-Bullying Rapid Review

1. Establish a National Definition of Bullying

Adopt and promote a clear, consistent, and evidence-informed definition of bullying to guide policy, practice, and public understanding across all Australian schools.

2. Audit and Align Existing Programs

Conduct a national audit of current anti-bullying strategies to identify best practices, assess outcomes, and develop a unified framework that builds on what is already working.

3. Embed Social and Emotional Learning (SEL)

Mandate the integration of SEL programs across all year levels to cultivate empathy, resilience, and respectful relationships from an early age and ensuring families have access to resources and assistance to support this approach in the home.

4. Strengthen Parent and Community Engagement

Provide accessible resources, workshops, and communication channels to ensure parents and carers are informed, empowered, and actively involved in bullying prevention efforts.

5. Mandate Policy Transparency and Accountability

Require schools to clearly communicate behavioural expectations and anti-bullying policies at enrolment and incorporate compliance into school accreditation processes, to ensure that proactive efforts are made within the school community to reduce occurrences of bullying.

6. Support Vulnerable and Minority Students

Ensure consistent national standards for staff training and support services, particularly for students from diverse, minority, or vulnerable backgrounds.

7. Promote Restorative and Inclusive Practices

Encourage schools to adopt restorative justice approaches and ensure all students involved in bullying incidents receive appropriate support and follow-up.

Join the Menti survey in 2 ways

1. Use QR code



OR

2. Go to <https://www.menti.com/> and type in code 1207
4144