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Executive Summary

This study surveyed 1,264 young Australians on their experiences with cyberbullying, of those 716 reported that they had been cyberbullied. These are the experiences of young Australians who felt victimised by others online and listening to these stories will glean insight into the key focus of this report – *who do young Australians turn to for help when they feel victimised online?*

Cyberbullying Experiences

- The most frequently reported forms of cyberbullying were being called names or receiving rude messages (80%), having rumours spread about you (72%), being ignored or excluded (68%), having your opinions continually attacked (54%) or receiving threats of physical harm (54%). 73% of cyberbullied participants reported being bullied monthly or more often.
- The forms of cyberbullying specific to online environments were also common; embarrassing images being shared (35%), receiving upsetting images (33%) and being impersonated online (20%).
- Most cyberbullied participants knew who their bully was (81%) and were also bullied in person (61%). These were increases over our previous research (Price & Dalgleish, 2009) which found that 71% knew their bully and 51% were also bullied in person.
- Certain groups of young Australians experienced cyberbullying differently:
 - Young Aboriginal or Torres Strait Islander Australians were more likely to be cyberbullied more frequently, and were more likely to receive threats or be impersonated than non-Indigenous Australians.
 - Young Australians who identified as having a disability were more likely to report having rumours spread about them, having their opinions continually attacked, receiving threats, or upsetting images.
 - Young gender diverse Australians were more likely to be impersonated online than those who identified as male or female.
 - Young sexually diverse Australians were more likely to receive threats of physical harm than those who identified as heterosexual.
- 96% of participants reported witnessing cyberbullying acts online; most often name-calling, rumours, and opinions being continually attacked.
- 62% of participants reported perpetrating an act online that may be considered an act of cyber aggression, Respondents most frequently admitted to excluding others and name-calling.
- 53% of participants who reported perpetrating a cyberbullying act had been cyberbullied themselves and 99.6% had witnessed cyberbullying. Qualitative analysis found that 'seeking justice' against those who had bullied you was a common context for the decision to cyberbully another. These findings indicate that the decision to cyberbully occurs within a culture of bullying behaviour.

Help-Seeking - Disclosure

- 78% of cyberbullied participants had disclosed to someone about their experiences, although nearly half (45%) had not disclosed their experiences to an adult.
- The most frequently reported disclosure was to friends with 59% of cyberbullied participants reporting disclosing to a friend, an increase of 20% over those who reported disclosing to friends in previous Kids Helpline research (Price & Dalgleish, 2009). 34% of those participants found that disclosure to be very helpful.
- Disclosure to parents and carers was the second most frequently reported disclosure (41%) and the most helpful with 39% of those participants reporting that disclosure was very helpful. This rate of disclosure was an increase of 10% over that reported in 2009 (Price & Dalgleish, 2009).

- 25% of cyberbullied participants reported disclosing to teachers, 21% of these found their teacher to be very helpful.

Help-Seeking – Barriers and Enablers

- Qualitative analysis of comments provided insight into the factors that encouraged or discouraged disclosure of a cyberbullying experience:
 - Closeness and trust were important considerations in help-seeking – participants were reluctant to disclose to people they did not know or trust.
 - Possessing an understanding of cyberbullying and social media was an important characteristic of a discloser – participants were discouraged to disclose when they felt the discloser could not understand their experience.
 - Feeling in control of actions following a disclosure is important for young people who have been cyberbullied. The anticipated action of the discloser was an important factor in the decision to disclose. Participants who desired a particular intervention were motivated to confide in someone that they felt could bring it about. Conversely, other participants stated they were discouraged from disclosing because they felt it would bring about an intervention when they were not ready for one.
- In order to encourage disclosure to adults it is important to foster close relationships, communication and trust between children and the significant adults in their lives. Young people will be further encouraged to disclose if those adults are equipped with a sound knowledge of social media or cyberbullying and will respect their wishes regarding subsequent actions.

Cyberbullying Reduction

- Due to the relationship between witnessing or experiencing cyberbullying and perpetrating it, dissipating the culture in which it arises may be an effective strategy, this may be achieved through:
 - Improving access to support for victims of cyberbullying – if victims are better able to seek an intervention or deal with the emotional pain of their experiences they may be less likely to use cyberbullying as a means to deal with their experience.
 - Increasing understanding of social media and cyberbullying amongst parents, carers and teachers: Participants were not inclined to disclose to someone they felt did not understand social media or cyberbullying. A better understanding of social media and cyberbullying may also better equip adults to supervise young people's online experiences.
 - Instilling respect for diversity – though this study does not provide data on relative prevalence of cyberbullying amongst diverse groups, we are able to conclude that their experience of cyberbullying is different. This indicates that they are targeted specifically in the forms of cyberbullying they experience. Teaching young people to value those who differ from the norm may prevent them targeting those groups for abuse.
- Considering the high rates of witnessing and perpetrating of cyberbullying and cyber aggression it is important that parents are encouraged and supported to speak to their children not just about being a victim of cyberbullying but also their role as a possible aggressor or bystander.
- Participants who had perpetrated cyberbullying acts were significantly less likely to agree that penalties would reduce cyberbullying behaviour, in contrast to general support for penalties with 53% agreeing with penalties overall.

Reducing cyberbullying amongst Australian youth will require significant cultural change, which is unlikely to succeed if imposed upon them. We must work with young Australians and assist them to build a supportive community.

Background

Purpose

The current study sought to examine the help-seeking behaviour of young people who have experienced cyberbullying. The study design allows estimates of the prevalence of help-seeking behaviour, and the nature of the cyberbullying experience amongst the population of young Australians who feel they have been cyberbullied.

The study design does not allow estimates of the prevalence of cyberbullying amongst young Australians as we specifically sought out participants who had been cyberbullied. Further, it is important to note that participants were not provided with a definition of cyberbullying. Participants defined for themselves if they had experienced cyberbullying, which restricts comparison of this study with others that examine cyberbullying as a defined pattern of behaviour. The focus of this study was on help-seeking behaviour when a young person felt victimised online, and excluding participants whose experiences differed from defined cyberbullying would have not have provided a full picture of this behaviour.

Methodology

Young people were consulted on their experiences with cyberbullying using an online survey, which was open from 2nd to 25th of February 2018. The survey was advertised on the Kids Helpline website and social media accounts and through Facebook and Instagram ads targeting 13-25 year olds and Snapchat ads targeting 13-17 year olds. The ads posed the question “How has cyberbullying affected you?” and invited the young person to complete the survey.

All questions in the survey were optional and could be skipped if the participant chose to. A survey response was included in this analysis if the participant provided information about whether they had experienced, witnessed or perpetrated cyberbullying. 1,264 responses from children and young people were included in this analysis.

A copy of the survey questions is included in Appendix A

Analysis

Chi square tests of independence were performed to determine statistical significance; z tests of proportions were used to determine the effects of variables but are not reported here. Due to small sample sizes, or to ease analyses and interpretation, certain demographic groups were combined into simplified categories for most analysis. It is important to note that while the groups comprising these categories show similar response patterns they all have their own unique experiences. In future research, we hope to collect adequate levels of data to represent these groups fully.

Gender Diverse

Participants who indicated that they identified as Transgender (Male or Female), Non-Binary, or a gender that was not listed have been grouped together into the gender category ‘gender diverse’.

Sexually Diverse

Participants who identified as Lesbian, Gay, Bisexual, Unsure/Questioning, Pansexual, Asexual or another sexual identity that was not provided have been grouped together into a Sexuality category ‘Sexually Diverse’

Culturally and Linguistically Diverse

Participants who indicated that they were born outside of Australia or that they speak a language other than English in the home were classified as ‘Culturally and Linguistically Diverse’.

Aboriginal and / or Torres Strait Islander

Participants who identified as Aboriginal or Torres Strait Islander have been included in analysis as one group designated ‘Aboriginal and/or Torres Strait Islander’

Participants

Table 1 outlines the profile of survey participants.

| Participant Demographics | | n |
|--|--|-------|
| Gender | Female | 983 |
| | Male | 198 |
| | Transgender Female | 4 |
| | Transgender Male | 26 |
| | Non-binary | 44 |
| | Not listed | 7 |
| Age | 5-9 years | 6 |
| | 10-14 years | 556 |
| | 15-18 years | 662 |
| | 19-25 years | 40 |
| State | New South Wales | 450 |
| | Victoria | 311 |
| | Queensland | 193 |
| | Western Australia | 148 |
| | South Australia | 79 |
| | Australian Capital Territory | 37 |
| | Tasmania | 31 |
| | Northern Territory | 7 |
| Sexuality | Lesbian | 28 |
| | Gay | 18 |
| | Bisexual | 148 |
| | Heterosexual/Straight | 707 |
| | Unsure | 166 |
| | Pansexual | 29 |
| | Asexual | 13 |
| | Other | 13 |
| Identifies as having a disability | Yes | 338 |
| | No | 833 |
| | Prefer not to say | 91 |
| Identifies as Aboriginal or Torres Strait Islander | Aboriginal | 43 |
| | Torres Strait Islander | 8 |
| | Aboriginal and Torres Strait Islander | 5 |
| | I don't Identify as Aboriginal or Torres Strait Islander | 1200 |
| Country of Birth | Australia | 1,128 |
| | Other | 130 |
| Languages Spoken at Home | English only | 1,127 |
| | Language other than English only | 54 |
| | English and Another Language | 79 |
| Experiences with cyberbullying | Report being cyberbullied | 716 |
| | Report own potential cyberbullying behaviour | 708 |
| | Report witnessing potential cyberbullying behaviour | 1,092 |

Table 1: Profile of Respondents

Experiences of cyberbullying

Of the 1,264 young Australians who completed this survey, 716 reported that they had been cyberbullied. Participants were not provided with a definition of cyberbullying, and as such these reported experiences are self-defined instances of bullying and many may not fit with definitions of cyberbullying adopted in academic studies of this issue or used by counselling and support services such as Kids Helpline. These are the experiences however of young Australians who felt victimised by others online and listening to these stories will glean insight into the key focus of this report – who do young Australians turn to for help *when they feel victimised online?*

Participants who reported being cyberbullied were asked if they had experienced any of eight types of cyberbullying, these eight forms were taken from previous Kids Helpline research (Price & Dalgleish, 2010). Figure I illustrates the forms that cyberbullying takes in the lives of young Australians from their perspective. Interestingly, these behaviours largely mirror the forms of relational and verbal bullying previous generations would have experienced in the schoolyard. Name-calling and abuse, rumours, exclusion, having opinions continually attacked, and physical threats were the most frequently reported forms of cyberbullying for survey participants. Those forms of bullying that are implicitly dependent on online communications to exist (image based or setting up fake online identities) were the least frequently reported forms of cyberbullying.

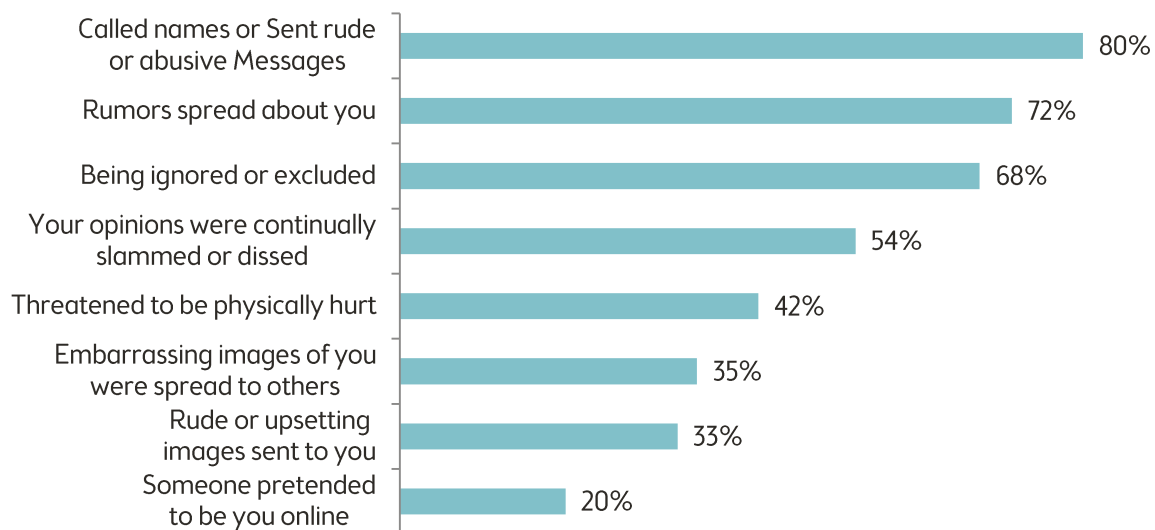


Figure I: Types of cyberbullying Experienced

It is interesting to contrast the experiences described by survey participants with those reported in a previous Kids Helpline study into cyberbullying in 2009 (Price & Dalgleish, 2010), this contrast can be seen in Figure 2. Both studies observed behaviours such as name-calling and abuse, rumours, physical threats, and receiving rude or upsetting images at similar levels. Being ignored or excluded, having opinions 'slammed or dissed' and having embarrassing images shared were reported more frequently in the current study, whereas being impersonated online was reported less frequently. The higher frequency of these behaviours may reflect an increased reliance on social media amongst young Australians for conducting their social lives in 2018 than 2009. While lower rates of impersonation may reflect greater control over their online identity.

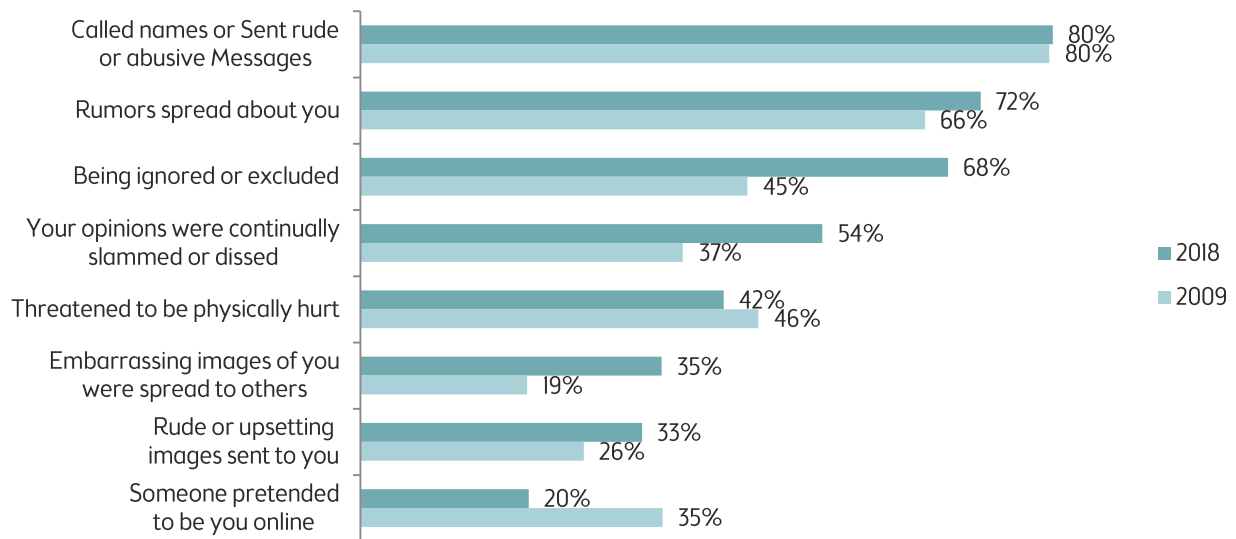


Figure 2: Types of cyberbullying Experienced 2018 vs. 2009

Further, it appears that cyberbullying may often be an extension of bullying face to face with 61% of cyberbullied participants reporting also being bullied in person, as shown in Figure 3. Figure 3 also highlights that cyberbullying is often not anonymous with 81% of participants reporting to know the identity of their cyberbullies. These figures have increased compared with Kids Helpline research conducted in 2009 which found that 51% of cyberbullied participants were bullied face to face as well and that 71% knew the identity of their cyberbully (Price & Dalgleish, 2010)

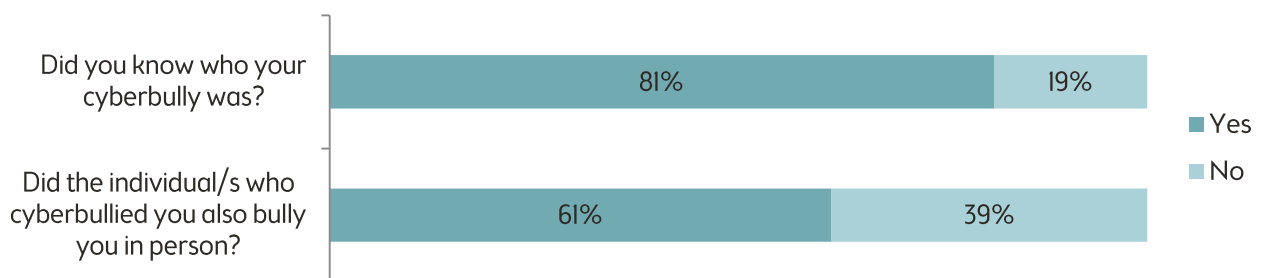


Figure 3: Was identity of cyberbully known and did bullying also take place in person

Participants often described their cyberbullies as friends, or school peers, shown in Figure 4..

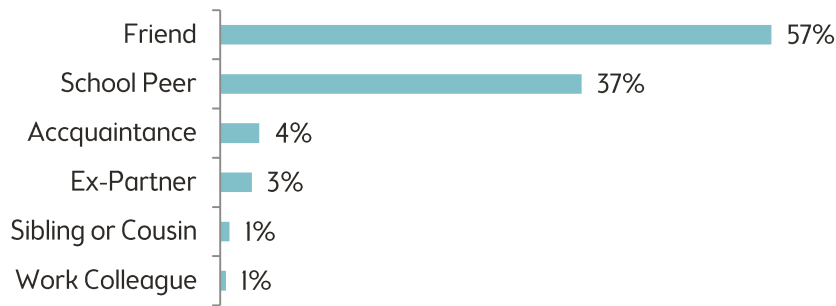


Figure 4: Participants' relationship to cyberbully

Despite not being presented with a definition of cyberbullying - participants appear to be recalling experiences fitting with the repetitive nature of bullying called for in standard definitions of bullying. 73% of participants, as seen in Figure 5, reported that the bullying they experienced occurred monthly or more often.

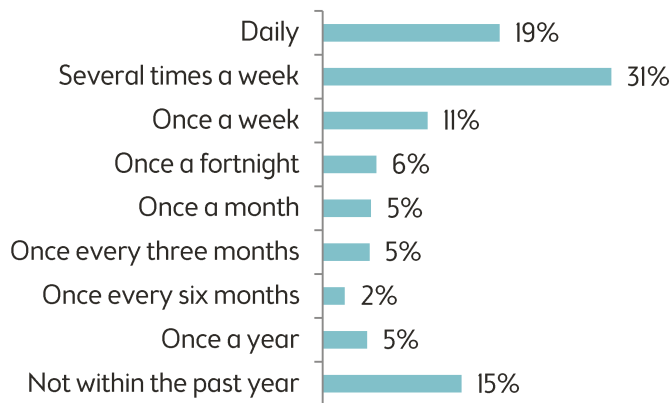


Figure 5: Frequency of cyberbullying

Table 2 outlines the demographic profile of Participants who had or had not experienced cyberbullying. While this study is not designed to produce estimates of prevalence, it may be of interest to observe differences in the demographic profiles of those who reported cyberbullying in contrast to those who did not. Those who report being cyberbullied were significantly more likely to be female ($\chi^2 (5, 1252) = 17.757$, $p < 0.01$), or identify as having a disability ($\chi^2 (1, 1252) = 39.233$, $p < 0.01$), and significantly less likely to be from a Culturally and Linguistically Diverse background ($\chi^2 (1, 1254) = 4.303$, $p < 0.05$).

| Participant Demographics | Have you ever been cyberbullied? | | | |
|---|----------------------------------|--------|-----|--------|
| | No | | Yes | |
| | n | col. % | n | col. % |
| Gender | | | | |
| Female | 397 | 73.9% | 578 | 80.8% |
| Male | 110 | 20.5% | 87 | 12.2% |
| Transgender Female | 1 | 0.2% | 3 | 0.4% |
| Transgender Male | 9 | 1.7% | 17 | 2.4% |
| Non-binary | 16 | 3.0% | 27 | 3.8% |
| Not listed | 4 | 0.7% | 3 | 0.4% |
| Age | | | | |
| 5-9 years | 3 | 0.6% | 3 | 0.4% |
| 10-14 years | 254 | 47.2% | 299 | 41.8% |
| 15-18 years | 269 | 50.0% | 386 | 53.9% |
| 19-25 years | 12 | 2.2% | 28 | 3.9% |
| Sexuality | | | | |
| Lesbian | 11 | 2.3% | 17 | 2.7% |
| Gay | 10 | 2.1% | 8 | 1.3% |
| Bisexual | 52 | 10.8% | 96 | 15.2% |
| Heterosexual/Straight | 309 | 64.2% | 392 | 62.0% |
| Unsure | 68 | 14.1% | 97 | 15.4% |
| Pansexual | 17 | 3.5% | 11 | 1.7% |
| Asexual | 7 | 1.5% | 6 | 1.0% |
| Other | 7 | 1.5% | 5 | 0.8% |
| Identifies as having a disability | | | | |
| Yes | 95 | 17.7% | 239 | 33.5% |
| No | 443 | 82.3% | 475 | 66.5% |
| Identify as Aboriginal and / or Torres Strait Islander | | | | |
| Yes | 22 | 4.1% | 42 | 5.9% |
| No | 516 | 95.9% | 674 | 94.1% |
| Culturally and Linguistically Diverse | | | | |
| Yes | 84 | 15.6% | 83 | 11.6% |
| No | 454 | 84.4% | 633 | 88.4% |

Table 2: Demographic profile of cyberbullying experiences

Characteristics of the cyberbullying experience

While most participants who were cyberbullied reported monthly or more frequent bullying (73%), the experiences reported differed by the demographic characteristics of the individual as seen in Figure 6. Statistically significant differences in reported frequency were observed for age ($\chi^2 (3, 706) = 11.125$, $p < 0.05$) and Aboriginal and/or Torres Strait Islander status ($\chi^2 (1, 706) = 5.024$, $p < 0.05$). Participants aged 19-25 years were less likely to report monthly or more frequent cyberbullying, while those who identified as Aboriginal and/or Torres Strait Islander were more likely to report frequent cyberbullying.

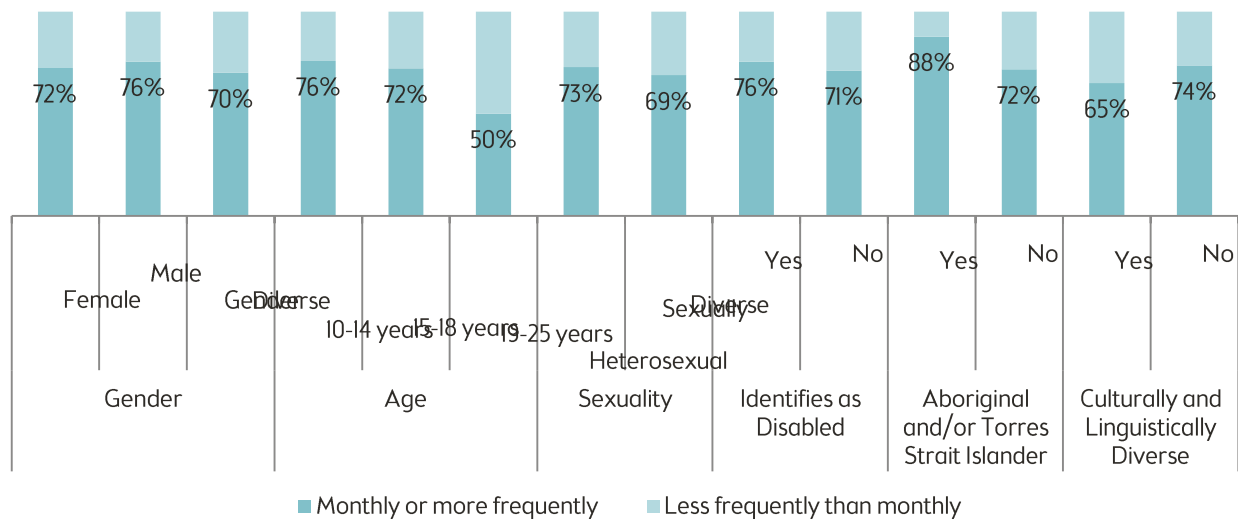


Figure 6: Frequency of cyberbullying by Demographics

Figure 7 shows that participants reporting frequent cyberbullying were more likely to report experiencing all types of cyberbullying measured in this study. Significant differences were observed for all forms, with the exception of embarrassing images being spread to others (Names ($\chi^2 (1, 706) = 12.693$, $p < 0.01$); Rumours ($\chi^2 (1, 706) = 40.670$, $p < 0.01$); Exclusion ($\chi^2 (1, 706) = 11.511$, $p < 0.01$); Opinions ($\chi^2 (1, 706) = 7.046$, $p < 0.01$); Threats ($\chi^2 (1, 706) = 42.107$, $p < 0.01$); Upsetting Images ($\chi^2 (1, 706) = 17.772$, $p < 0.05$); Impersonation ($\chi^2 (1, 706) = 5.729$, $p < 0.05$)). This indicates that those who experience frequent cyberbullying typically experience multiple forms of bullying.

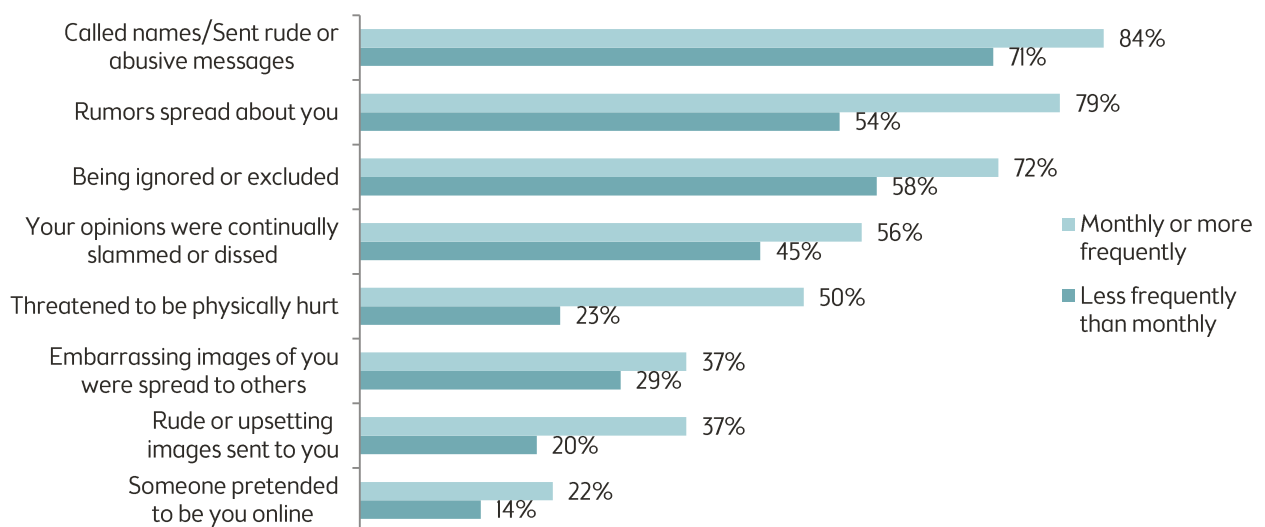


Figure 7: Type of cyberbullying experienced by frequency of cyberbullying

Differences can be observed in Figure 8 for the likelihood of certain demographic groups to know the identity of their cyberbully or to be bullied in person. Young people who identified as female were more likely and those who identified as gender diverse were less likely to know the identity of their bully ($\chi^2 (2, 711) = 22.600, p < 0.01$). Gender diverse young Australians were less likely to be bullied offline by that person ($\chi^2 (2, 713) = 8.758, p < 0.05$). Sexually diverse ($\chi^2 (1, 628) = 11.525, p < 0.01$) and Culturally and Linguistically diverse ($\chi^2 (1, 712) = 8.095, p < 0.01$) young Australians were more likely to report being bullied anonymously than their peers. Those aged 10-14 were just as likely to know the identity of their cyberbully but were less likely than older youth to be bullied by that person offline ($\chi^2 (3, 714) = 10.347, p < 0.05$).

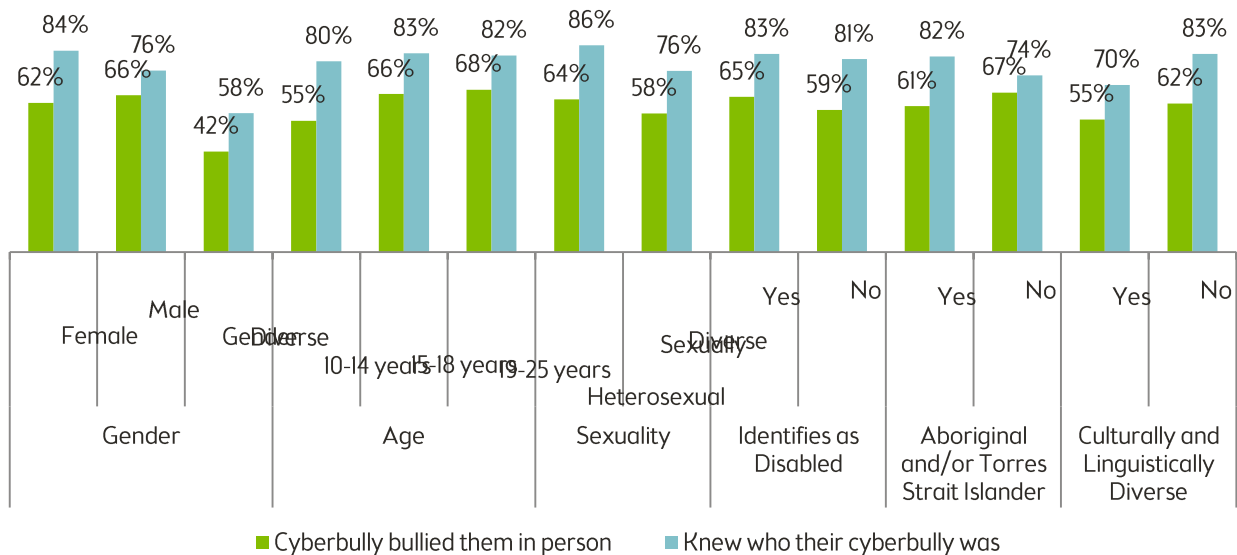


Figure 8: Was identity of cyberbully known and Did bullying also take place in person by Demographics

Figure 9 shows that young people who knew the identity of their cyberbully were significantly more likely than those who did not know to report that rumours were spread about them, ($\chi^2 (1, 712) = 17.133, p < 0.01$) that they were ignored or excluded ($\chi^2 (1, 712) = 10.059, p < 0.01$), had their opinions attacked ($\chi^2 (1, 712) = 6.687, p < 0.05$), had embarrassing images shared ($\chi^2 (1, 712) = 6.676, p < 0.05$), or that they had upsetting images sent to them ($\chi^2 (1, 712) = 5.877, p < 0.05$).

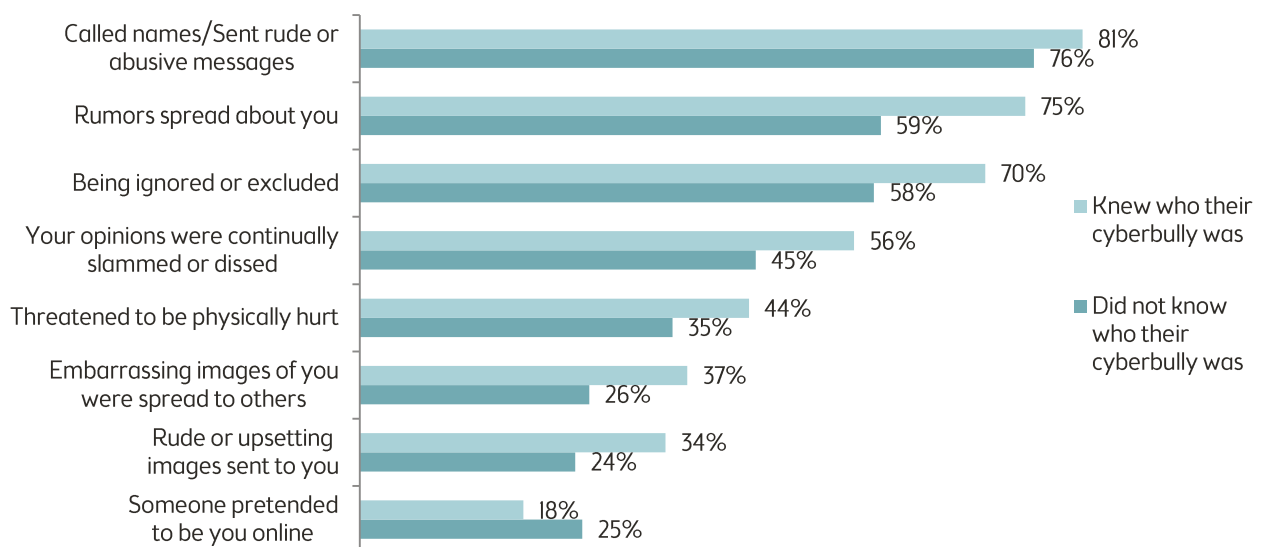


Figure 9: Types of cyberbullying experienced by knowledge of cyberbully identity

Those who reported also being bullied in person by their cyberbully were significantly more likely to report being called names or sent abusive messages ($\chi^2(1, 714) = 8.321, p < 0.01$), having rumours spread ($\chi^2(1, 714) = 21.554, p < 0.01$), being ignored or excluded ($\chi^2(1, 714) = 14.129, p < 0.01$), receiving physical threats ($\chi^2(1, 714) = 34.750, p < 0.01$), or having upsetting images sent to them ($\chi^2(1, 714) = 12.982, p < 0.01$) as can be seen in Figure 10.

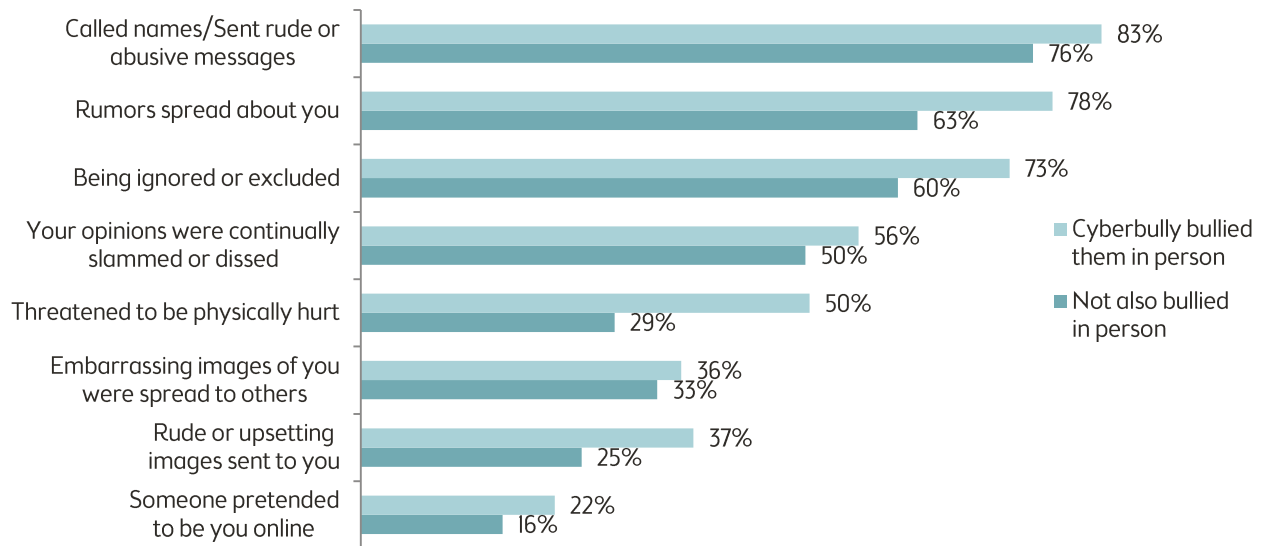


Figure 10: Types of cyberbullying experienced by bullying also taking place in person

Demographic patterns in type of cyberbullying experienced

The broad range of individuals who reported being cyberbullied in this survey highlights that anyone can become a target of cyberbullying, but that does not mean that everyone's experience is the same. By examining the cyberbullying experiences of specific demographic groups more closely we can understand how those experiences converge and diverge.

Figure II outlines the proportions in which different cyberbullying types were reported by different gender groups. Young people who identified as gender diverse were significantly more likely to report being impersonated online than those who had identified as male or female ($\chi^2 (2, 714) = 7.715, p < 0.05$). This is troubling when one considers that this group of young people may have already faced struggles with identity formation.

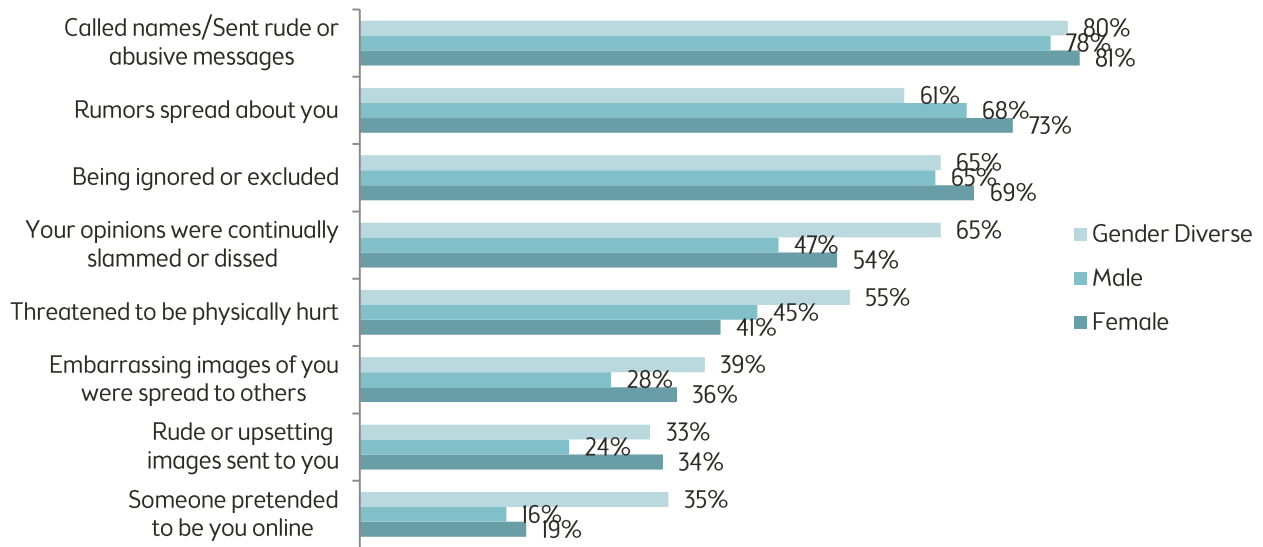


Figure II: Types of cyberbullying experienced by Gender

Figure I2 shows the reported experiences of different cyberbullying types by age group. The 15-18 year old age group were significantly more likely to report image based bullying, embarrassing images being spread ($\chi^2 (3, 715) = 14.046, p < 0.01$) and receiving upsetting images ($\chi^2 (3, 715) = 10.937, p < 0.05$).

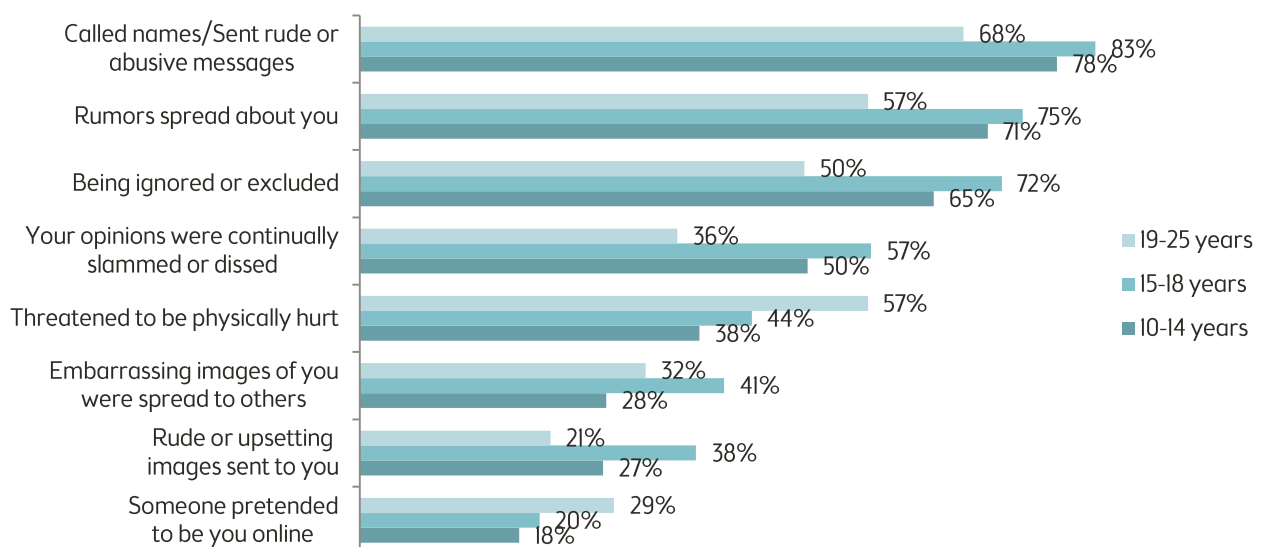


Figure I2: Types of cyberbullying experienced by age

Figure I3 contrasts the forms of cyberbullying experienced by individuals when distinguished by their sexual identity. Young people with diverse sexual identities were more likely to report experience all forms of cyberbullying, significantly so for threats of physical harm ($\chi^2 (1, 631) = 8.080, p < 0.01$).

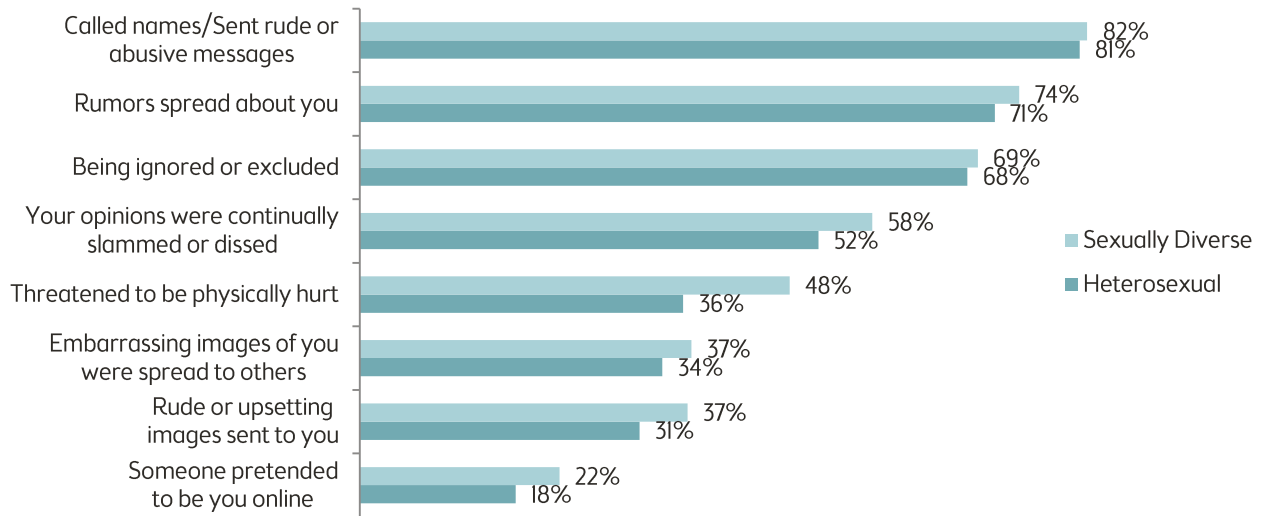


Figure I3: Types of cyberbullying experienced by Sexuality

Young people who identify as having a disability were more likely to report experiencing most forms of cyberbullying than their peers. Significant differences were observed in the likelihood of experiencing having opinions slammed or dissed ($\chi^2 (1, 713) = 8.151, p < 0.01$), physical threats ($\chi^2 (1, 713) = 7.881, p < 0.01$), rude or upsetting images being sent to them ($\chi^2 (1, 713) = 6.965, p < 0.01$) and being impersonated online ($\chi^2 (1, 713) = 9.992, p < 0.01$).

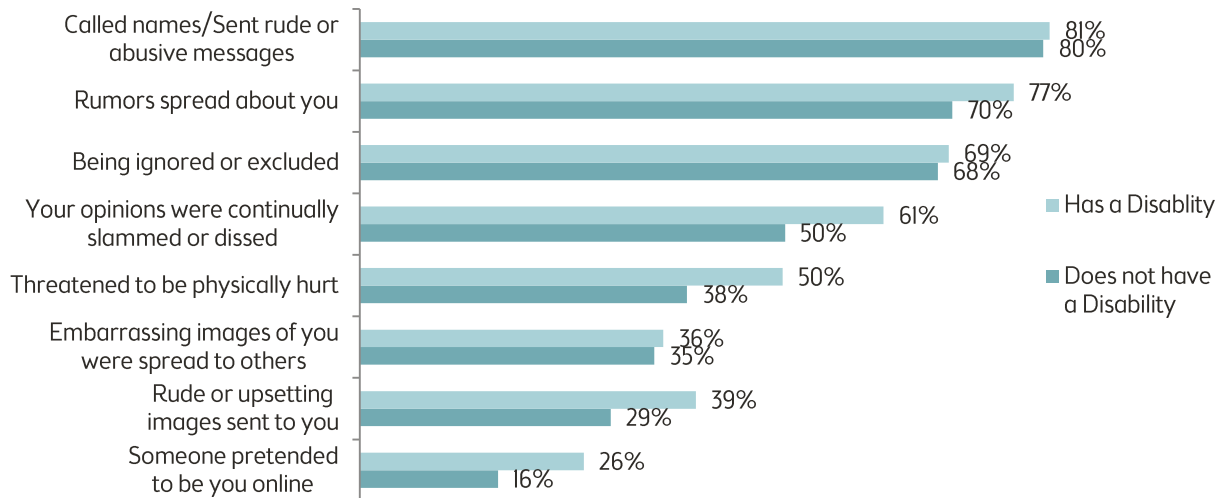


Figure I4 outlines the proportions of cyberbullying victims who identify as having a disability reporting experiencing types of cyberbullying compared with those who do not have a disability.

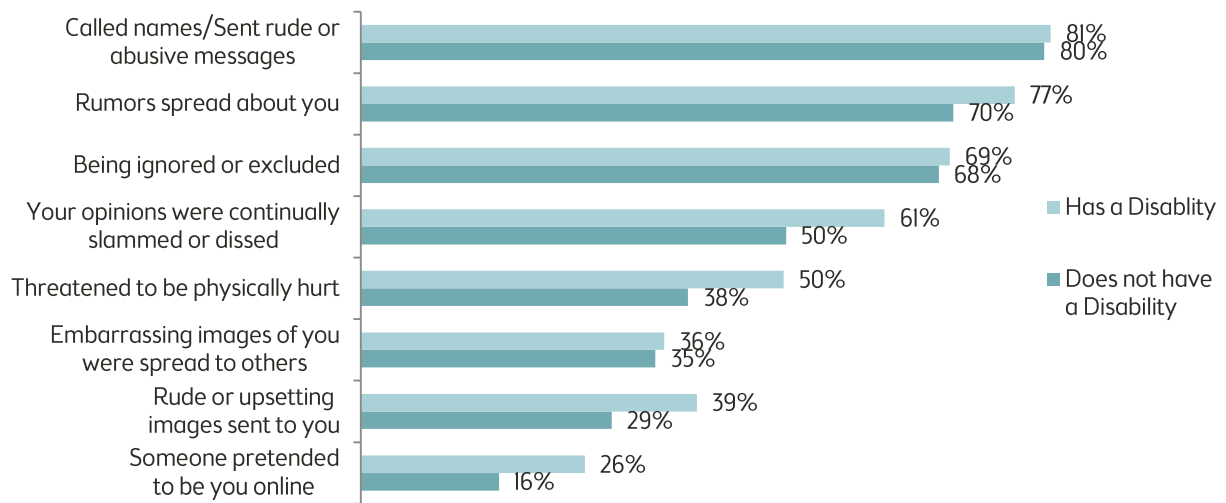


Figure I4: Types of cyberbullying experienced by disability

Figure I5 contrasts the reported experiences of cyberbullying victims who identify as Indigenous compared with those who do not. Young people who identify as Aboriginal and/or Torres Strait Islander were significantly more likely to report threats of physical harm ($\chi^2 (1, 715) = 5.846, p < 0.05$) and being impersonated online ($\chi^2 (1, 715) = 3.889, p < 0.05$) than their peers.

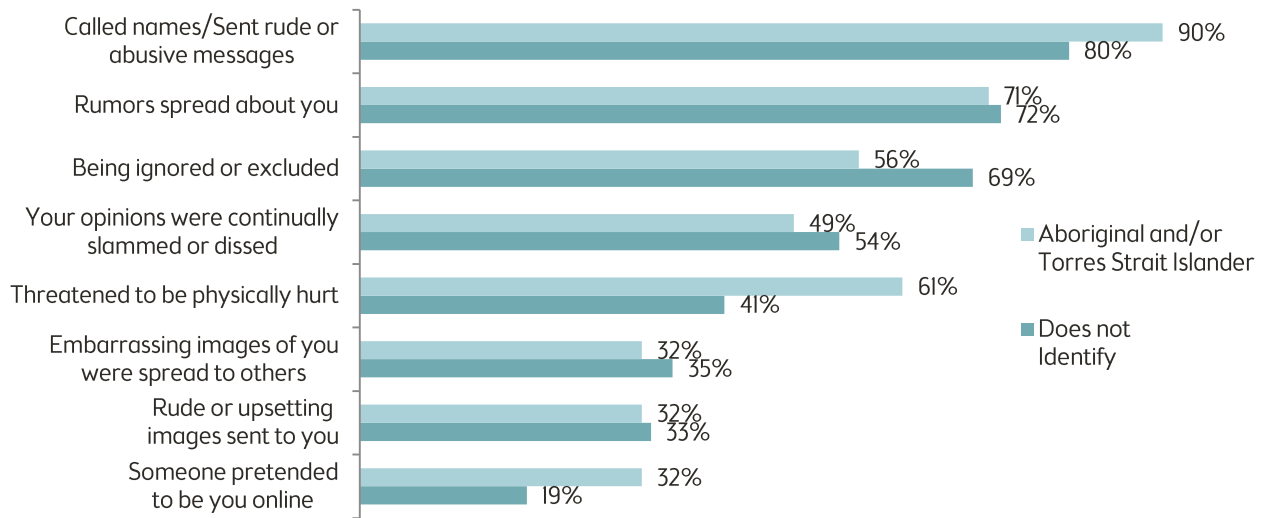


Figure I5: Types of cyberbullying experienced by Indigenous identity

Young people from CALD backgrounds were generally less likely to report experiencing most forms of cyberbullying than peers, and were significantly less likely to report experiencing being ignored or excluded ($\chi^2 (1, 715) = 3.924, p < 0.05$). Figure I6 contrasts the reported experiences of CALD cyberbullying victims with their peers.

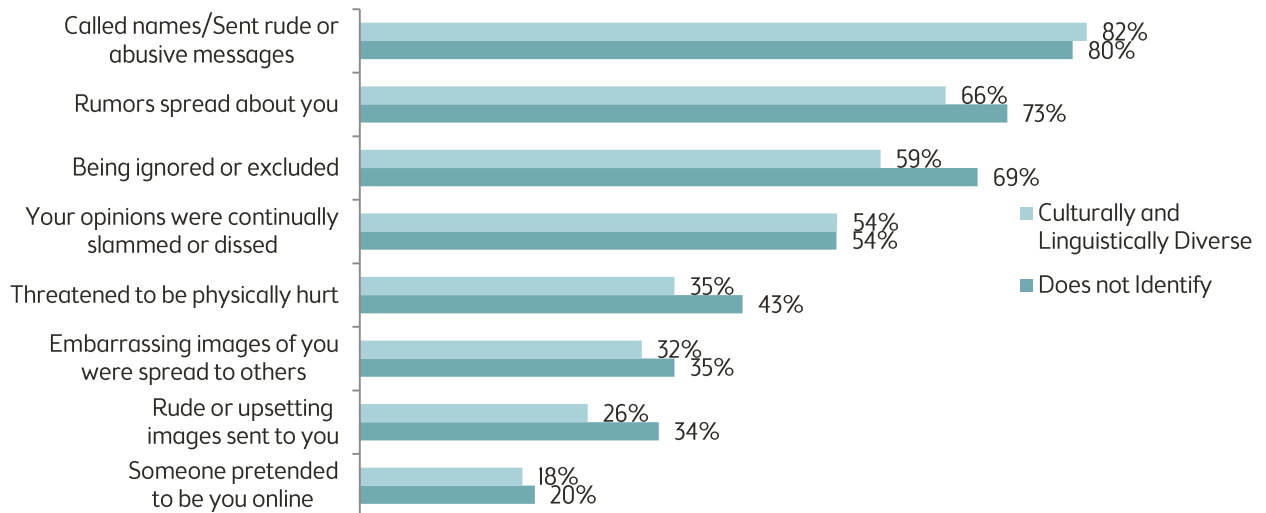


Figure I6: Types of cyberbullying experienced by cultural identity

Witnessing cyberbullying behaviour

Figure 17 outlines participants' reports of how often they witnessed various potential cyberbullying acts. Overall, 96% of participants reported witnessing some form of cyberbullying. Name-calling, rumours and someone's opinions being continually attacked were the behaviours most frequently witnessed. Despite being the form of bullying least frequently reported as experienced by participants, impersonation of other people online was not witnessed any less frequently than other more frequently experienced acts.

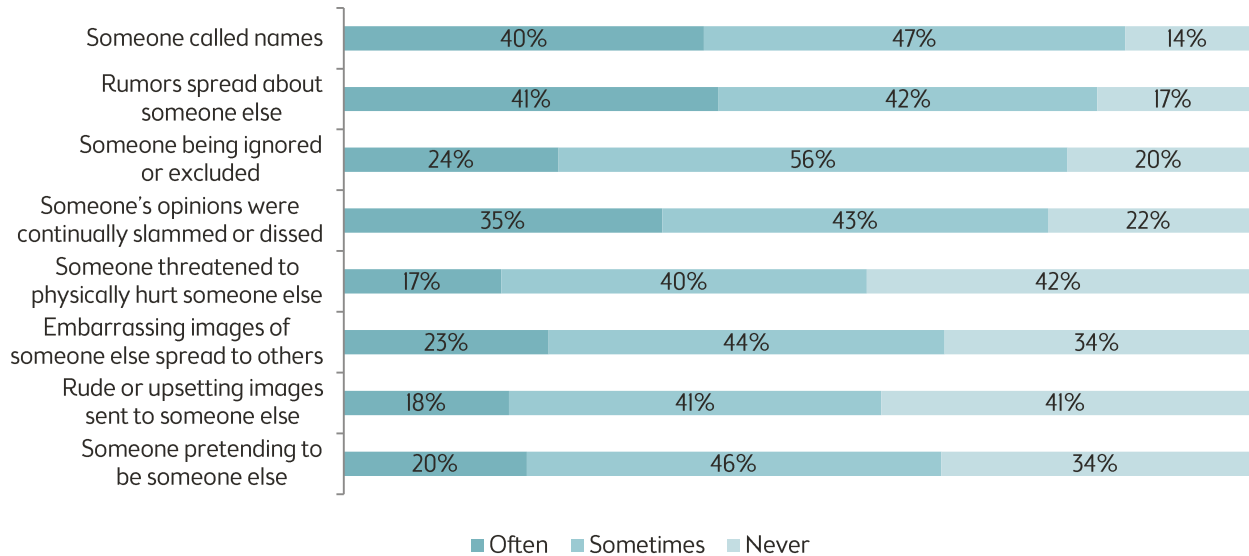


Figure 17: Reported Witnessing of cyberbullying types

Perpetrating cyberbullying behaviour

Figure 18 outlines participants' reports of how often they perpetrated various potential cyberbullying acts. These acts may or may not have been committed with intent to harm, to establish or reinforce a power differential or with repetition, but may nonetheless have resulted in the target feeling victimised. Overall, 62% of participants reported perpetrating some form of potential cyberbullying. Ignoring or excluding others and name-calling were the acts participants were most likely to report perpetrating.

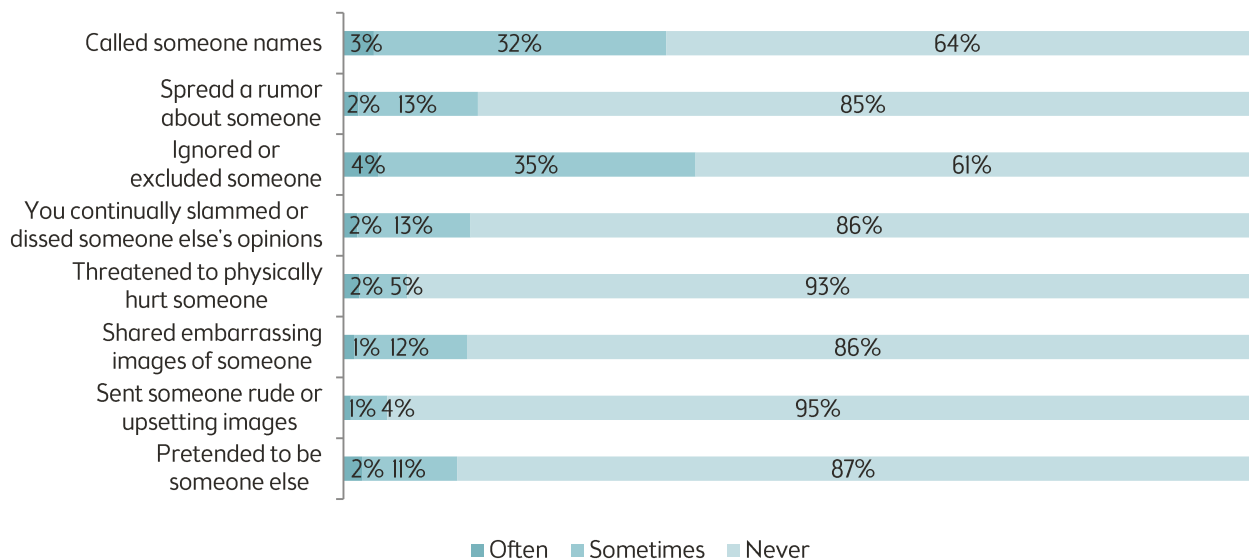


Figure 18: Reported perpetration of cyberbullying types

Perpetration of cyberbullying acts does not occur in a vacuum but rather in an environment of online aggression. Participants who reported committing cyberbullying acts were just as likely as those who had not to have been cyberbullied themselves and were significantly more likely to report witnessing cyberbullying ($\chi^2(1, 1120) = 52.648, p < 0.01$). Figure 19 contrasts the proportions of participants who were cyberbullied or witnessed cyberbullying by whether the participant reported perpetrating a potential cyberbullying act.

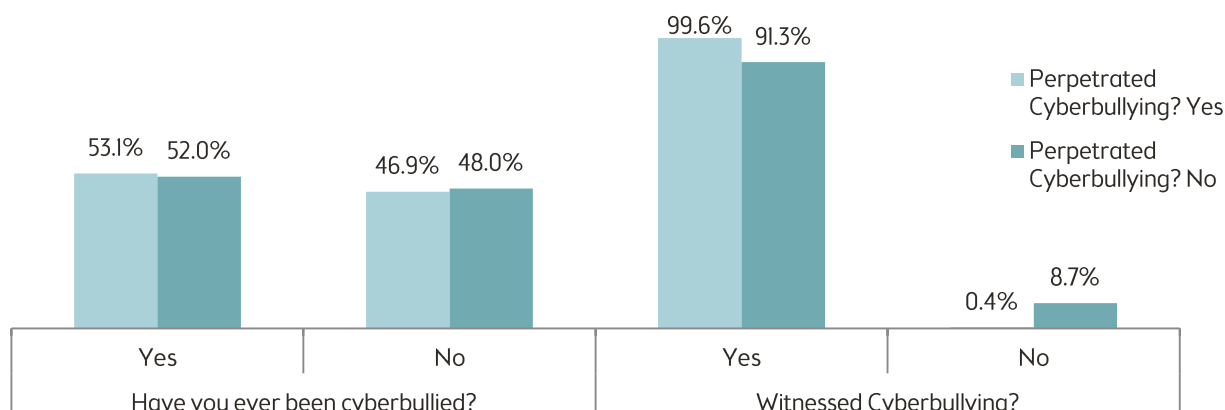


Figure 19: Experience of cyberbullying and witnessing cyberbullying by perpetration of cyberbullying

Participants who reported perpetrating a cyberbullying act were asked 'what led to you doing those things?' Thematic analysis of the responses produced five key themes of the context of the act, examples of which are provided in Table 3 below. The most common theme was that participants had reported it just being a joke or part of normal group dynamics, further reinforcing that these actions occur in an environment where online aggression is normalised. Anger or retaliation were also common themes, while both are similar **yourtown** believes that it is important to distinguish that some bullying behaviour arises out of anger while some arises out a misguided attempt to 'seek justice' or resolution when an individual feels they are the target of bullying themselves. This is a behaviour that we term 'justice seeking'. Other participants indicated that they did not see any issue with their behaviour and felt it was justified, possibly because they do not believe that cyberbullying can have an effect, or did not have an understanding at the time of the potential impact of their actions. Finally, some participants seemed to feel that they had no choice but to treat someone harshly online as it was the only way to navigate a social situation. This may be because they did not understand that there were alternative actions or because they lacked the social skills to navigate the situation more appropriately at the time.

Joking Around / Everyone was doing it

'We are all friends and we joke around a lot. But when my friends take it too far it hurts my feelings and makes me feel guilty when I say something'

'Other people starting doing it and I joined in'

Usually just joking around and having a laugh. But I don't anymore because I realised that over the internet it can't be taken in a joking matter and can actually hurt somebody.

People think that being mean shows power and makes them more popular, it's also people sending embarrassing photos is funny and can be used to further themselves in terms of hierarchy

| |
|--|
| I was angry/Wanted to hurt them |
| <p><i>I slammed someone's opinion because it was racist and homophobic and was clearly a personal topic for me.'</i></p> <p><i>'Trouble with expressing anger or sadness after being bullied before - easier to hide on social media. Would never do it again regardless'</i></p> <p><i>Most of them were my friends that I was joking around with. But the ones who were not my friends, is usually because I was having an argument with them</i></p> |
| They were bullying me (Justice Seeking) |
| <p><i>Well they started and that made me upset so I thought stupidly that if I said those things back that they would stop but they didn't and they got meaner and meaner"</i></p> <p><i>"They started to bully my friend so I fought back"</i></p> <p><i>'They were bullying me first and I was feeling really angry and so I reacted in a negative way.'</i></p> <p><i>'They bullied me so I thought I could do it back but I stopped because it didn't feel right I know how it felt when they did it to me so I didn't want them feeling it even if they had done that to me'</i></p> |
| I don't see anything wrong with it |
| <p><i>Everyone I've been 'cyber bullied' by or 'cyber bullied' it's been a joke and no one takes it seriously, and the times that people do be serious, I just laugh it off, it's all good. Cyber bullying only affects people with mental disabilities, who take it seriously and get depressed by it, unless it's people they know who are bullying them, which basically means it's just bullying, not cyberbullying ?'</i></p> <p><i>I had seen it as harmless and not thought about the consequences</i></p> <p><i>It's simply child culture. If you're not mean then you end up with no friends and that itself is pretty crushing</i></p> |
| No other course of action / Dealing with social difficulties |
| <p><i>'A friend added a guy to our group chat and we're not friends with him. He's at our school and we don't want to be friends with him so we are not obliged to be friends with him. We excluded him because we're not friends we don't bully him.'</i></p> <p><i>'I feel very guilty about it now as I was very immature, but she was spamming the groupchat so I created a new one without her.'</i></p> |

Table 3: Examples of potential cyberbullying contextual themes

Reducing cyberbullying

Figure 20 shows responses to the question 'Do you think higher criminal penalties for cyberbullying would be effective in reducing this behaviour?' for participants who had or had not been cyberbullied, witnessed cyberbullying, or perpetrated potential cyberbullying acts. Participants overall believed that higher criminal penalties would reduce cyberbullying behaviour (53% responded 'yes') and those who had been cyberbullied were significantly more likely to believe so ($\chi^2 (2, 962) = 12.052, p < 0.01$). In contrast, participants who had reported perpetrating cyberbullying acts were significantly more likely to indicate that they did not believe that penalties would reduce bullying and less likely to believe that it would ($\chi^2 (1, 964) = 22.463, p < 0.01$).

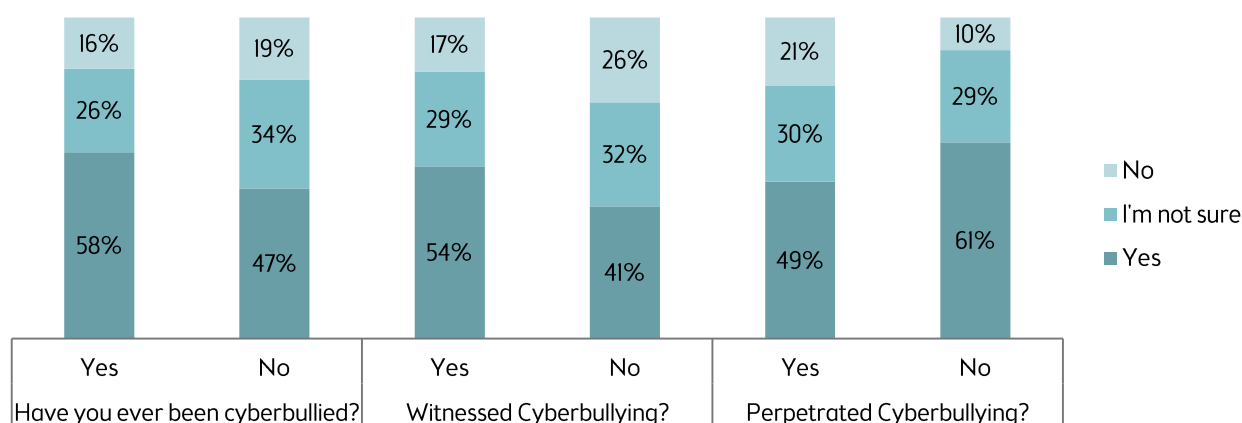


Figure 20: Support for criminal penalties by experiences with cyberbullying

Participants were also asked to provide a free text response on what could be done to reduce or prevent cyberbullying; Table 4 outlines the themes that were identified in the responses. Better reporting, filtering and monitoring systems were proposed, along with more severe punishment for cyberbullies, or reducing social media usage. Education and support was also proposed, at a community level but also specifically for parents and for cyberbullies themselves. Some participants also felt that a more supportive online community would help reduce cyberbullying behaviour.

Better reporting, filtering, and monitoring

'Cyberbullying is always going to be there as long as you give people the opportunity. So the most you can do is maybe set up key words or phrases that alert attention. That way text can be monitored online. But that would cause a multitude of problems as well.'

'Educate kids that it is okay to block people. Make the 'block' button more readily viewable and available on the page in which someone can receive messages.'

Community education and awareness

'Raising more awareness. Shaming of perpetrators.'

'Education about the issue, encourage people to stop being bystanders and actually do something if they witness it in action or suspect it.'

'Kids Helpline could come round to Australian schools and talk about the consequences of cyber bullying and what it leads to, I remember one year we had a girl who came in and talked to us about bullying and shared her story and everyone in the room felt so emotional about it and it did change the mindset of many girls but then they went back to how it all was before'

| |
|--|
| Punishment |
| <p><i>'Stricter internet supervision and more internet police'</i></p> <p><i>'Once someone is reported online...the person should be immediately prohibited. Online complaints section should be provided and answered immediately.'</i></p> |
| Reduce Social Media usage |
| <p><i>'Don't have phone when you like 16 have them when you like 25 when you are older and mature'</i></p> <p><i>'Don't go online if you aren't ok to Be bullied'</i></p> <p><i>'Go outdoors more often, stay off the phone and have a Digital detox, have positive minds'</i></p> |
| Educate or help Bullies |
| <p><i>'Not just trying to help the victims but focusing more on the bullies and why they are doing such things to try and break the circle of bullying.'</i></p> <p><i>'maybe just talk to the person, ask why they're doing what they're doing'</i></p> |
| Support for Parents |
| <p><i>'Parents should be aware of their kids online activity'</i></p> <p><i>'Parents need to feel empowered to talk to their children about bullying and what their child should do if it's happening to them, they witness it or are part of it.'</i></p> |
| More supportive online community |
| <p><i>'More people standing up for each other and themselves'</i></p> <p><i>'Friends of the person being bullied to pay more attention to them and not let people harass others'</i></p> |

Table 4: Examples of responses on reducing cyberbullying

Help-seeking for cyberbullying

It is the view of **yourtown** that if children and young people who are cyberbullied are to be better supported then we need to encourage disclosure as a key step to receiving help. Much cyberbullying will take place out of the view of adults and detection will be unlikely; we need young people to turn to trusted adults to seek support. The main aim of this study was to gain a better understanding of who young people disclose cyberbullying experiences to and what motivates or prevents them to do so.

Figure 21 outlines the disclosures reported by survey participants who had been cyberbullied. Overall, 78% of cyberbullied participants had told someone about their experience, most frequently a friend (59%). Parents and carers were the adults most frequently disclosed to with 41% of cyberbullied participants telling a parent or carer. It is of concern though that 22% of participants had not told anyone, and that nearly half (45%) had not told any adult about being cyberbullied. Compared with previous research conducted by Kids Helpline (Price & Dalglish, 2009) we observed higher rates of disclosure to Parents (41% cf. 29%) and Friends (59% cf. 39%).

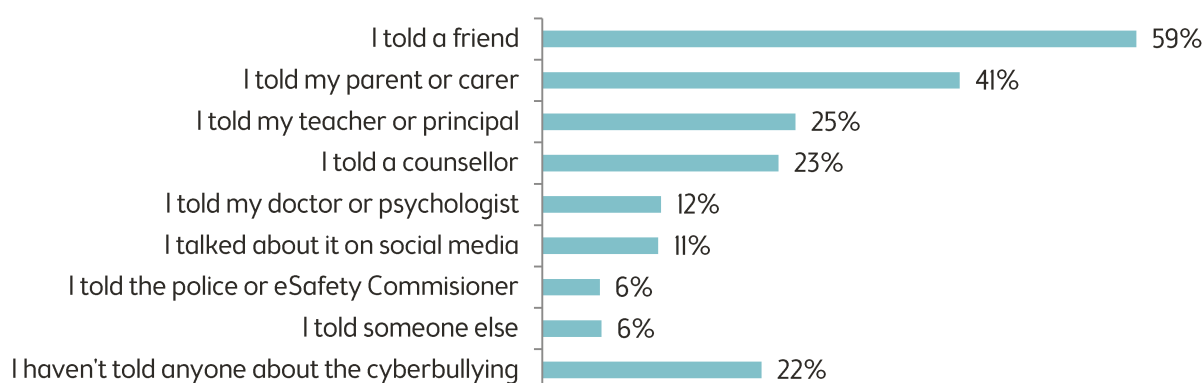


Figure 21: Disclosure of cyberbullying

Despite not being the most popular choice for disclosure of cyberbullying, Parents and carers were considered the most effective source of help, with 39% of participants who had told their parent or carer rating them as very helpful and 46% as helpful. Friends were also considered helpful with 34% of those who had told a friend rating them as very helpful and 53% as 'sort of' helpful. Compared with Kids Helpline's previous research (Price & Dalglish, 2009), parents and carers and friends were just as likely to be rated as very helpful but teachers were less likely (21% cf. 32%). Figure 22 outlines the ratings of helpfulness for the people participants had disclosed to about their cyberbullying experiences.

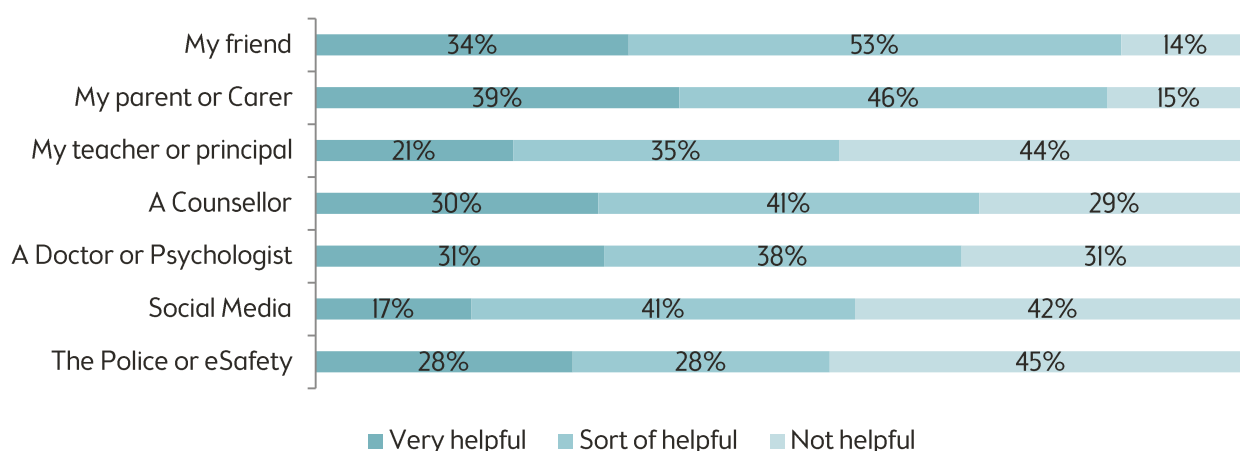


Figure 22: How helpful was the disclosure?

Participants were asked for each source of help to provide free text responses on what made it easier or harder to disclose to that person if they had disclosed, or what would have made it easier if they had not. Thematic analysis of those responses produced 8 factors that often acted as both barriers and enablers depending on the individual situation, displayed in Table 5.

| |
|---|
| Relationship Strength and Trust (Barrier and Enabler) |
| When participants felt close to or trusted the object of disclosure it was easier for them to disclose; likewise, if they did not know the person well or did not feel they could trust them to keep them safe or protect their privacy they found it difficult to disclose. |
| The Intervention (Barrier and Enabler) |
| Often an object of disclosure was chosen for the intervention the participant wanted them to make in the cyberbullying situation. However, if the participant felt they could not control the intervention or that an unwanted intervention would be put in place they were hesitant to disclose. |
| Embarrassment and Judgement (Barrier) |
| Separate from their trust in the individual participants feared they would be judged by the person they disclosed to, or be embarrassed by the details of their experience. When participants identified that they did not fear judgement or embarrassment they were more motivated to disclose. |
| Belief (Barrier) |
| Participants reported that if they felt they would not be believed or if they felt people would not take their issue seriously then they were unlikely to disclose that they are being cyberbullied. |
| Supportiveness (Barrier and Enabler) |
| Desiring emotional support and feeling that the object of disclosure would provide that support was a motivating factor in disclosure for some participants. Likewise, if the object of disclosure was considered unlikely to provide support this discouraged help seeking. |
| Understanding of Perspective and of cyberbullying (Barrier and Enabler) |
| When the object of disclosure had a good understanding of social media and/or cyberbullying participants were more comfortable disclosing to that person. Similarly, if the participant felt that person understood their perspective. Where that understanding was lacking, participants cited that as a barrier to disclosing to that person. |
| Confidence, Anxiety or Distress (Barrier) |
| Distress around the cyberbullying was a barrier to help-seeking, some participants cited that it was upsetting to talk about their experiences or that they lacked the confidence to express themselves. Others mentioned that dealing with anxiety or depression made it difficult to seek support. |
| Stoicism (Barrier) |
| Functioning only as a barrier to disclosure, some young people felt the need to protect those around them from the details of their experience. That it was their responsibility to face it alone, or that others would be disappointed in them for being cyberbullied or not handling it themselves. |

| |
|---|
| Lack of awareness about some support services (Barrier) |
| Some respondents said they had not contacted the police as they did not feel that they responded to such issues and that their problems were mostly emotional so they would not be able to help". One respondent said: "I feel as though bullying, especially cyber-bullying, will be treated as something trivial by everyone, so going to the police would be viewed like going to the hospital for a paper-cut". Very few respondents identified the e-Safety Commissioner and some said this was because they were not aware that they existed. |
| Cost of accessing support (Barrier) |
| A key issue with disclosing to a counsellor, doctor or psychologist was being able to access and afford them. |

Table 5: Description of Barriers and Enablers to Help Seeking

Parents and caregivers

A large minority of survey participants reported disclosing their experience to their parents, and the forms of bullying they had experienced covered the full range of cyberbullying types examined in this study. Figure 23 outlines the proportion of cyberbullied participants reporting that they disclosed to a parent or carer their cyberbullying for different forms of bullying. Participants who had experienced having rumours spread about them were significantly more likely ($\chi^2(1, 715) = 4.750, p < 0.05$) to disclose to their parents than those who did not.

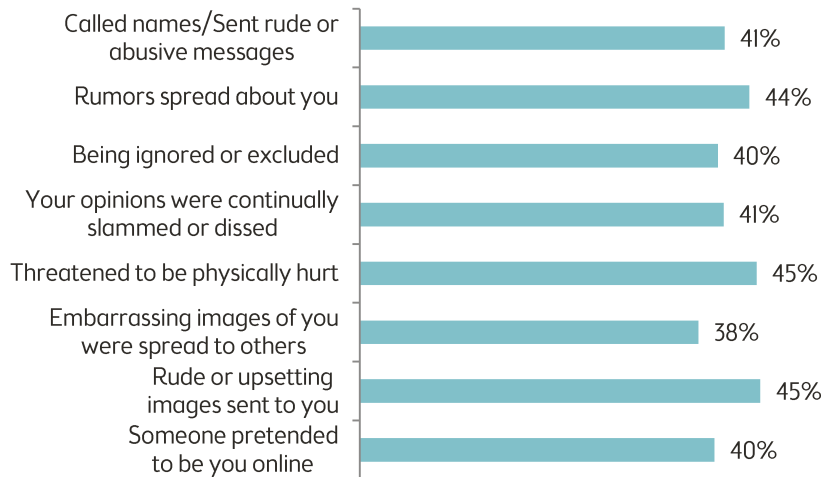


Figure 23: Disclosure to parents and carers by cyberbullying types experienced

Figure 24 shows the rates of disclosure to parents and carers associated with different cyberbullying characteristics. Participants who knew who their cyberbully was or were also bullied in person were significantly more likely ($\chi^2(1, 712) = 7.581, p < 0.01$) to disclose to their parents and carers.

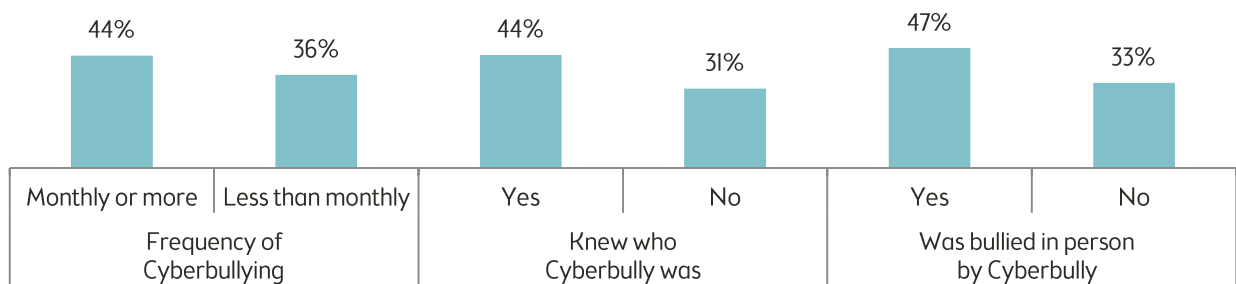


Figure 24: Disclosure to Parents and Carers by cyberbullying characteristics

Figure 25 illustrates the proportions of disclosure to parents or carers for different demographic groups. Gender appears to play a role in who decided to disclose to their parent or carer, young women were significantly more likely ($\chi^2(1, 714) = 15.705, p < 0.01$) to disclose cyberbullying than young men or those who identify as gender diverse.

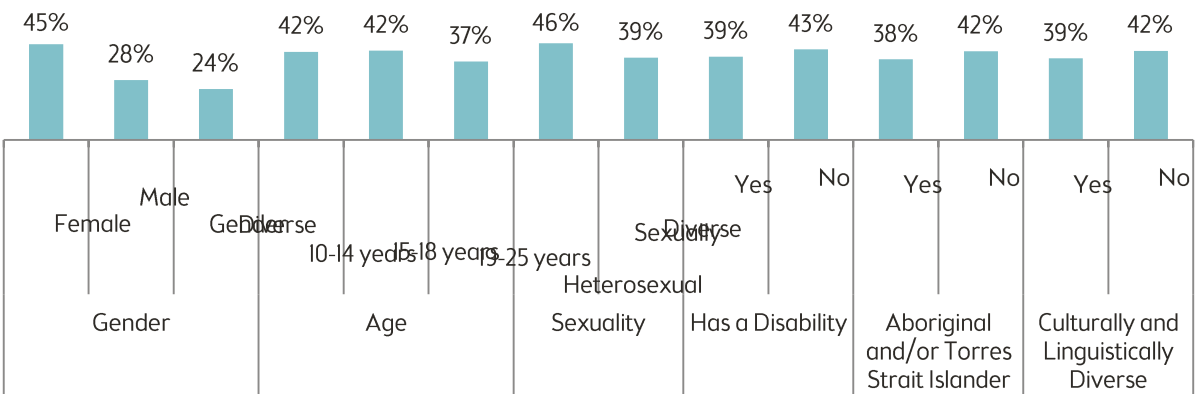


Figure 25: Disclosure to parents and carers by participant demographics

Figure 26 shows the helpfulness ratings for parents and carers for different cyberbullying characteristics. No significant differences were observed.

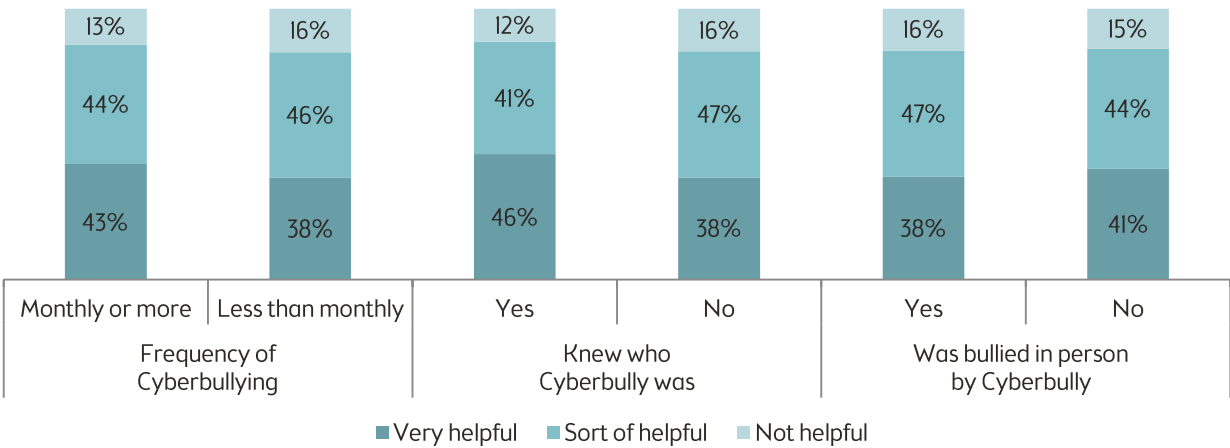


Figure 26: Helpfulness of parents and carers by cyberbullying characteristics

Figure 27 illustrates helpfulness ratings by the demographics of the young person. Young people who identified as gender diverse were significantly more likely ($\chi^2(4, 287) = 10.020, p < 0.05$) to rate their parents as not helpful.

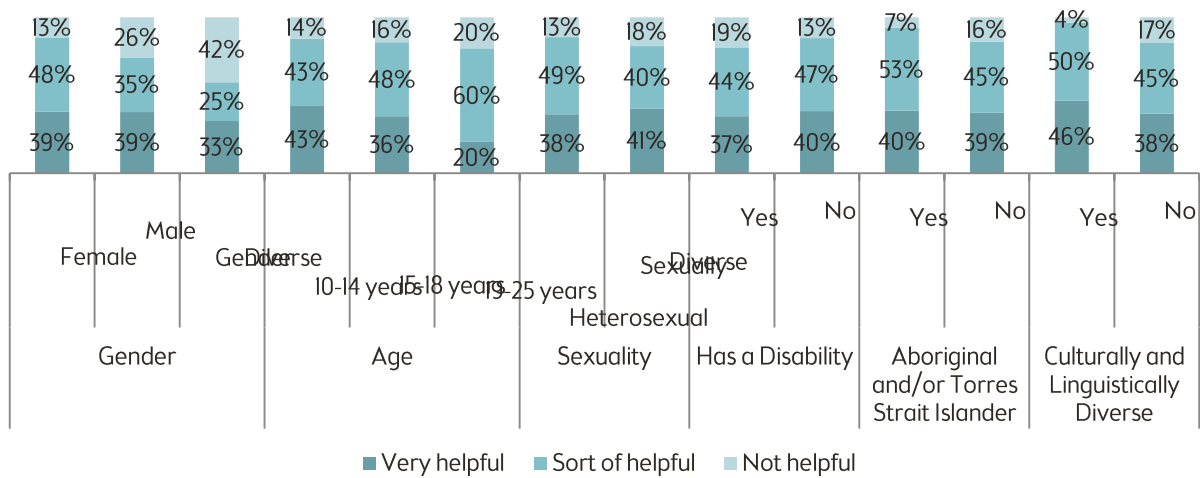


Figure 27: Helpfulness of parents and carers by participant demographics

Table 6 presents examples of comments regarding the barriers and enablers of disclosing to parents and carers. The parental relationship was a key factor in disclosing to parents and for some young people it seems that it would be inconceivable they would not confide in their parents given the strength of their relationship. Similarly, the anticipated supportiveness of a parent or carer was an often cited factor in the decision to disclose, along with whether the young person feared judgement or embarrassment. When the young person was looking for an intervention this was a strong enabler but sometimes the participant worried about what their parent or carer would do, or simply only wanted to be heard. Another factor was whether the parent or carer understood what cyberbullying was or was perceive as capable of understanding the perspective of the young person.

| Relationship Strength and Trust (Barrier and Enabler) | Supportiveness (Barrier and Enabler) |
|---|--|
| <p><i>'I trust them with everything. I have a really open relationship and talking to them always helps me.'</i></p> <p><i>'I have a good relationship with my Mum. Even though she might be upset that I didn't tell her earlier I know they still love me and want to help.'</i></p> <p><i>'I don't tell my parents these kinds of things.'</i></p> <p><i>'Having a stronger relationship and that relationship being healthy.'</i></p> | <p><i>'I know my mum understands why people can be mean to me, she also helps me understand what might go on in the other person's head'</i></p> <p><i>'They are my parents. They were supportive and caring of me. I trusted them.'</i></p> <p><i>'She is quite a 'tough love' person, and I'm scared she wouldn't be comforting'</i></p> |

| The Intervention (Barrier and Enabler) | Understanding of Perspective and of cyberbullying (Barrier and Enabler) |
|---|--|
| <p><i>'Definitely, my parents helped me so much. They went to the school and demanded that more be done to stop the bullying done by the school students and a lot was done by the school.'</i></p> <p><i>'I was worried about her actions she would take. I didn't want anyone to get in trouble because I was worried it would make everything worse'</i></p> <p><i>If they would simply listen instead of jumping into action to try and fix the situation</i></p> | <p><i>'They have never experienced cyber bullying, so I had to explain what is social media'</i></p> <p><i>'If they understood the situation and knew this person better. If our culture and morals weren't so different'</i></p> |
| Embarrassment and Judgement (Barrier) | Confidence, Anxiety or Distress (Barrier) |
| <p><i>'They would judge me because they may think I started it'</i></p> <p><i>'The topic was rather sexual and shameful. I was afraid they would judge me as well.'</i></p> | <p><i>'Actually trying to speak'</i></p> <p><i>'I would break down every time I tried talking about it'</i></p> |
| Belief (Barrier) | Stoicism (Barrier) |
| <p><i>'If they listened instead of making excuses for the bully'</i></p> <p><i>'I wasn't sure if they believed me'</i></p> | <p><i>'I didn't want them to think I was anything less than perfect I guess'</i></p> <p><i>'They know me as their happy daughter'</i></p> <p><i>'I was always told to be the bigger person and ignore it so I eventually stopped telling her things'</i></p> |

Table 6: Examples of Barrier and Enabler comments – Parents

Teachers

Participants who had been threatened with physical harm ($\chi^2(1, 715) = 10.375, p < 0.01$), received rude or upsetting images ($\chi^2(1, 715) = 5.046, p < 0.05$), had rumours spread about them ($\chi^2(1, 715) = 13.917, p < 0.01$), or been called names/sent abusive messages ($\chi^2(1, 715) = 4.383, p < 0.05$) were significantly more likely to disclose their cyberbullying experience to a teacher than those who were not. Figure 28 outlines the proportion of cyberbullied participants reporting that they disclosed their cyberbullying to a teacher for different forms of bullying.

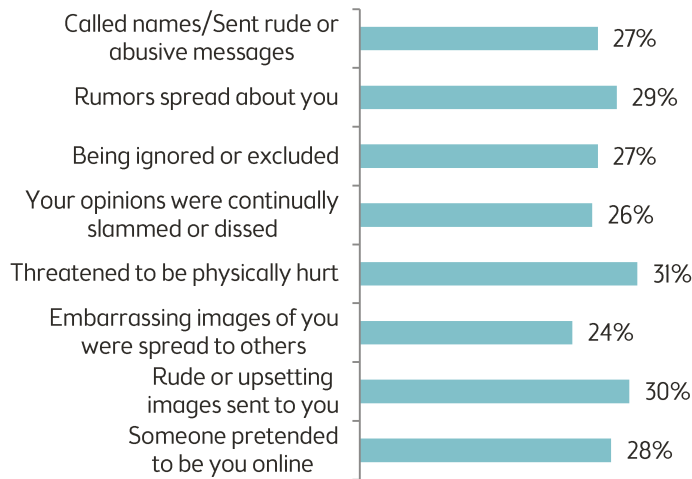


Figure 28: Disclosure to teachers by cyberbullying types experienced

Teachers were significantly more likely to be disclosed to when cyberbullying was more frequent ($\chi^2(1, 706) = 5.141, p < 0.05$), when the cyberbully was known ($\chi^2(1, 712) = 7.599, p < 0.01$) and when bullying also occurred offline ($\chi^2(1, 714) = 23.250, p < 0.01$). Figure 29 shows the frequency of disclosure to teachers for different characteristics of the cyberbullying experience.

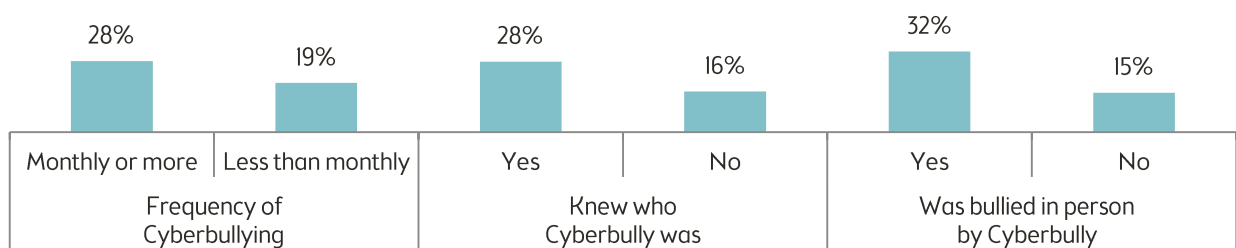


Figure 29: Disclosure to teachers by cyberbullying characteristics

Figure 30 shows the rates of disclosure to teachers for various demographic groups, no significant differences were observed.

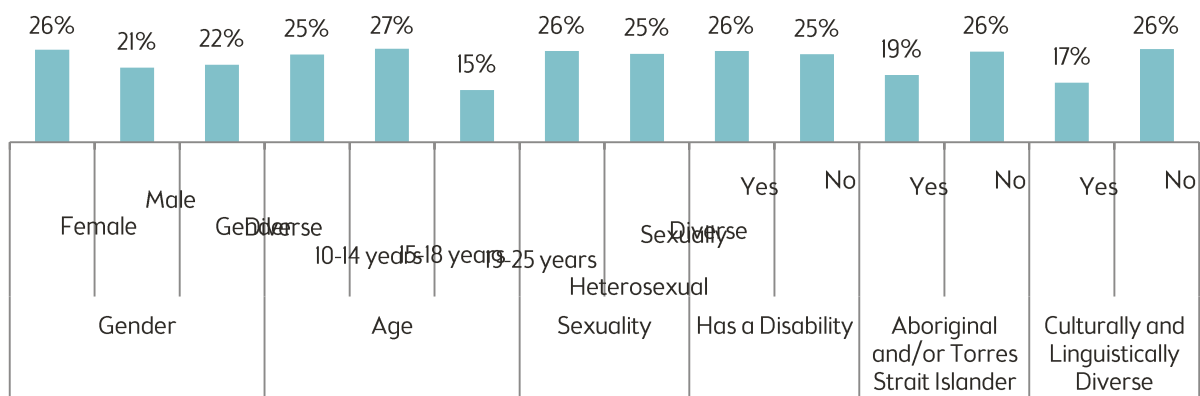


Figure 30: Disclosure to teachers by participant demographics

Teachers were significantly less likely to be rated as very helpful when cyberbullying was accompanied by bullying in person ($\chi^2 (2, 175) = 9.565, p<0.01$). This finding indicates that schools may benefit from support to develop better processes for dealing with cyberbullying in the school community. Figure 31 outlines the perceived helpfulness of teachers associated with different characteristics of cyberbullying.

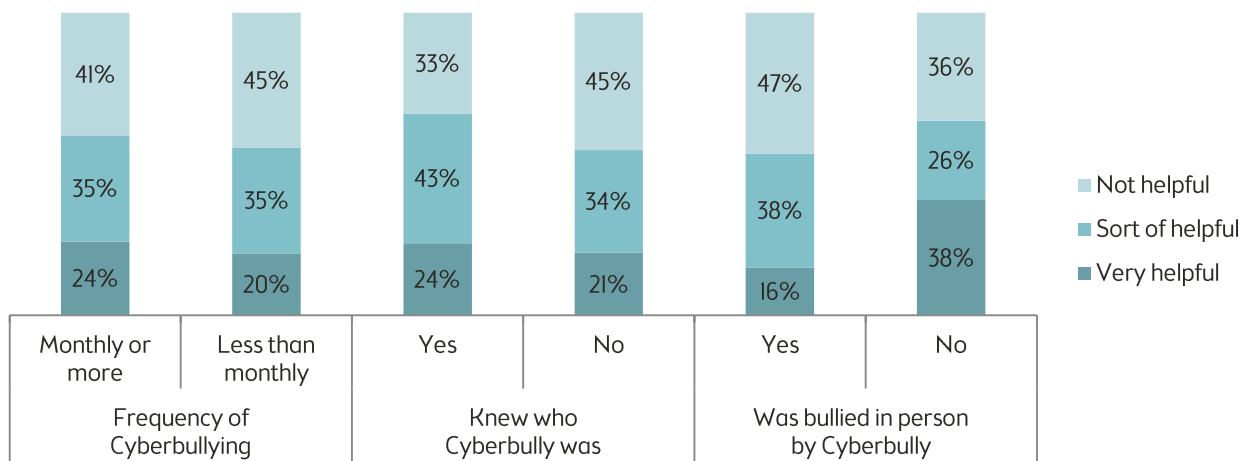


Figure 31: Helpfulness of teachers by cyberbullying characteristics

Figure 32 shows the rates of perceived helpfulness of teacher disclosure for various demographic groups, no significant differences were observed.

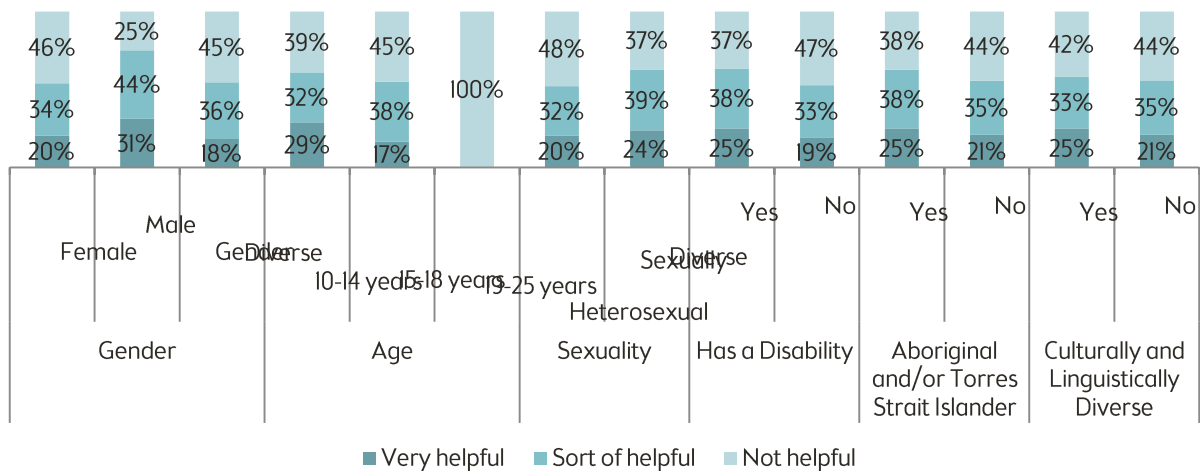


Figure 32: Helpfulness of teachers by participant demographics

Seeking an intervention, feeling an intervention would not be forthcoming or, conversely, fearing an intervention would be implemented was a common factor in the decision to disclose to a teacher. Table 7 presents examples of commentary around disclosure to teachers. Having a teacher that you trust appeared to be another key factor in disclosure, along with feeling you will be believed and supported by the school community. Fear of judgement by teachers or peers discouraged some young people from confiding in teachers.

| Relationship Strength and Trust (Barrier and Enabler) | Supportiveness (Barrier and Enabler) |
|--|--|
| <i>'if they weren't so biased towards one side for no reason other than their connection to the parent of the bully'</i> <i>'She was really patient and friendly'</i> <i>'Nothing, I don't know my teachers or principals really.'</i> | <i>She just supported me, it took weight off my shoulders</i> <i>Acceptance and knowledge of trans people'</i> <i>'If the teachers at my school made an effort to look like they really care.'</i> |
| The Intervention (Barrier and Enabler) | Understanding of Perspective and of cyberbullying (Barrier and Enabler) |
| <i>'Knowing that they'd be able to do something to stop it'</i> <i>'If I trusted them and knew they wouldn't blow it out of proportion'</i> | <i>'If they listened carefully and understood what the issue actually was.'</i> <i>'They were homophobic and the bullying involved my sexuality'</i> |
| Embarrassment and Judgement (Barrier) | Confidence, Anxiety or Distress (Barrier) |
| <i>'The fear I would be judged for trying to get help and dobbing the bullies in'</i> <i>'I knew they wouldn't judge and they would understand and help me as best as they could'</i> | <i>'I find it hard to talk so she gave me a note book so I could write down my response to the questions she asked'</i> <i>'Trying to tell them without out getting really angry and upset'</i> |
| Belief (Barrier) | Stoicism (Barrier) |
| <i>'They said I was being dramatic and need to get over myself and that because it was online the school couldn't do anything even though I had proof of the events.'</i> | <i>Stoicism did not arise in teacher comments</i> |

Table 7: Examples of barriers and enabler comments - teachers

Friends

Participants who had received rude or upsetting images ($\chi^2(1, 715) = 6.183, p < 0.05$), or had embarrassing images of themselves spread ($\chi^2(1, 715) = 6.459, p < 0.05$) were significantly more likely to discuss experiencing cyberbullying with friends than those who had not. Figure 33 shows the proportion of cyberbullied participants reporting that they disclosed their cyberbullying to a friend for different forms of bullying.

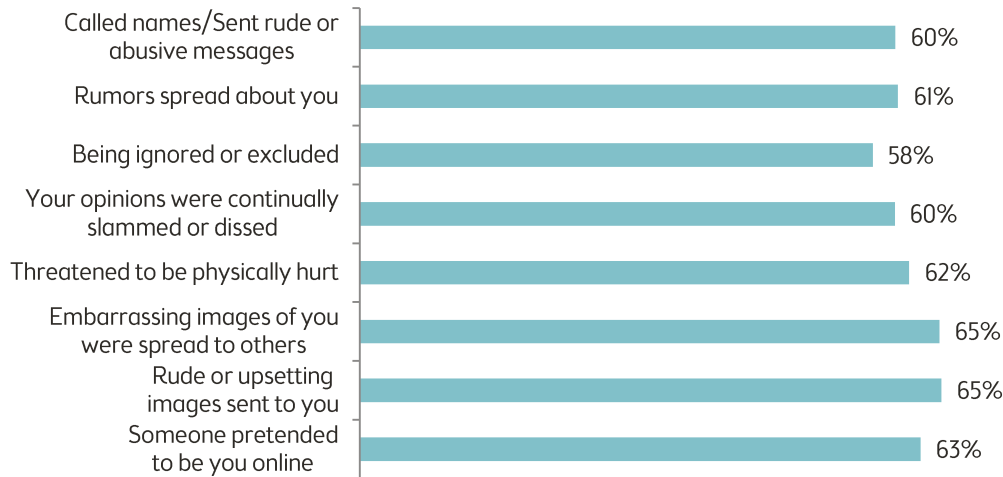


Figure 33: Disclosure to Friends by cyberbullying Types Experienced

Figure 34 shows the rates of disclosure to friends associated with different cyberbullying characteristics. Friends were significantly more likely to be disclosed to when the participant knew who their cyberbully was ($\chi^2(1, 712) = 5.015, p < 0.05$).

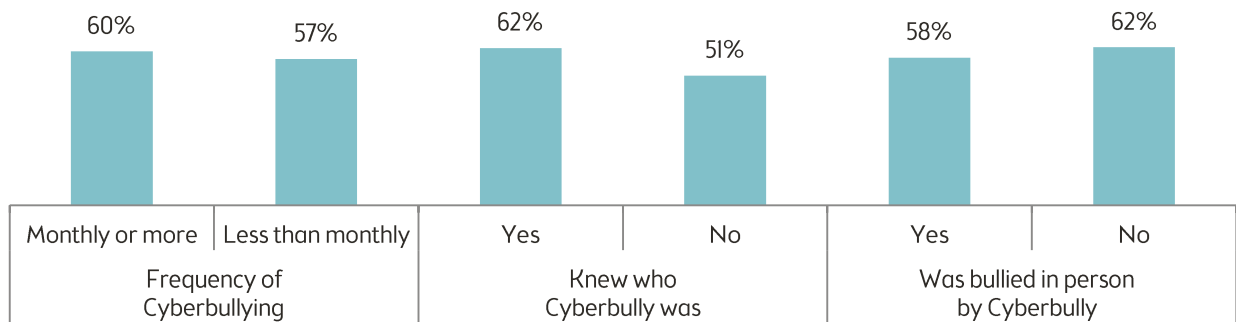


Figure 34: Disclosure to friends by cyberbullying characteristics

Figure 35 illustrates the frequency of disclosure to friends for different demographic groups. Young women were significantly more likely than young men to disclose cyberbullying experiences to their friends ($\chi^2(1, 714) = 13.949, p < 0.01$).

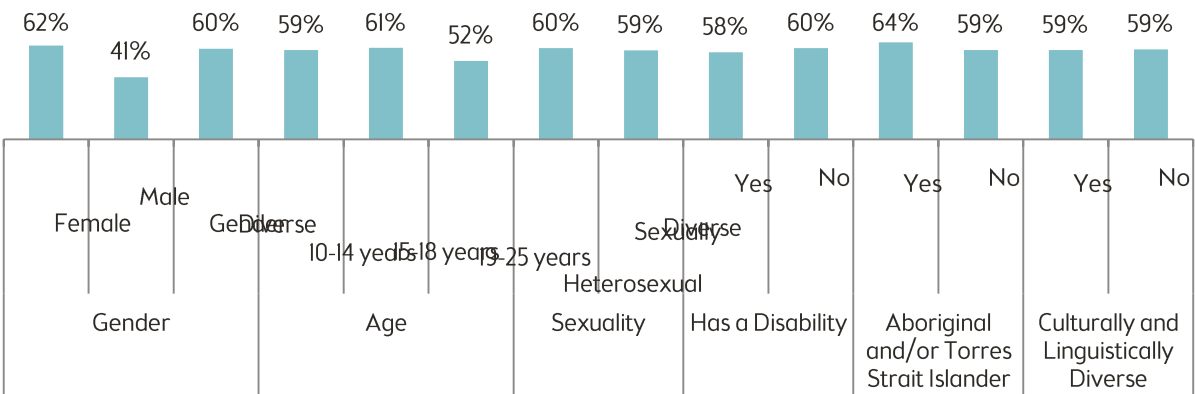


Figure 35: Disclosure to Friends by Participant Demographics

Figure 36 and Figure 37 outline the helpfulness of disclosing to friends for different cyberbullying experience characteristics and demographic groups respectively. No significant differences were observed.

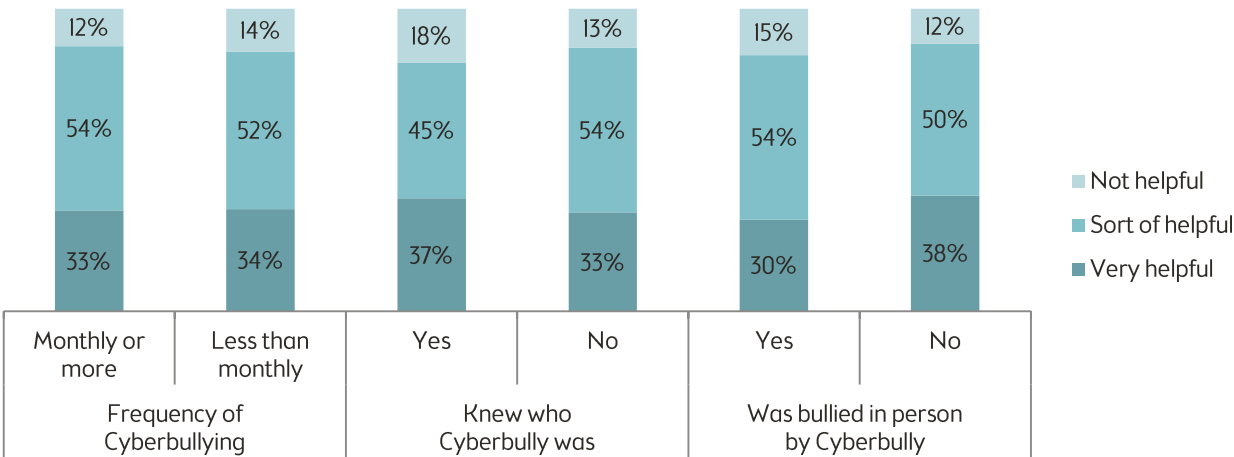


Figure 36: Helpfulness of Friends by cyberbullying characteristics

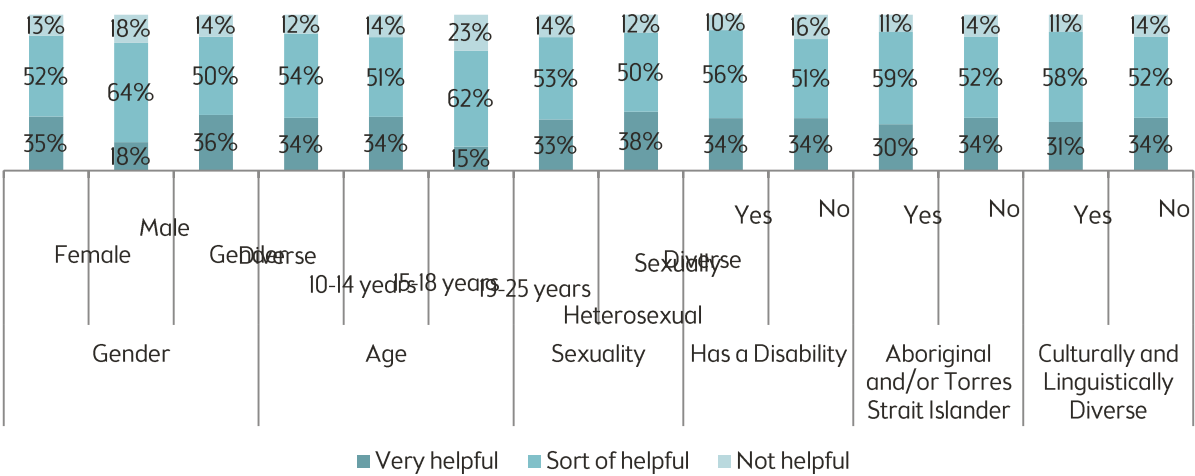


Figure 37: Helpfulness of Friends by Participant Demographics

Table 8 contains examples of comments around disclosure to friends. The strength of the relationship and the level of trust were key barriers and enablers for disclosure. Some friends were viewed as obvious sources due to the strength of the relationship, while some participants were unsure of whom to trust. Relationships were complex factors when it comes to help-seeking – in many cases, the strength of the relationship enabled disclosure while that friend’s closeness with the cyberbully simultaneously acted as a barrier to disclosure. Fear of judgement for being weak, dramatic, or keeping secrets was a frequently cited barrier, but friends generally appear to be perceived as a potential source of help who understand cyberbullying and how the participants felt about their experiences.

| Relationship Strength and Trust (Barrier and Enabler) | Supportiveness (Barrier and Enabler) |
|--|--|
| <p><i>They knew the bully and were still friends with the bully</i></p> <p><i>I had just been hurt by friends so trust was lower than usual</i></p> <p><i>Yes I knew that she wasn't going to leave me to deal with my problems alone.</i></p> | <p><i>I knew this person was gonna help me and listen'</i></p> <p><i>'Some of my friends were less supportive and some didn't believe it was an issue'</i></p> <p><i>'I was scared of their reaction, since most people say to just block, report or ignore them - I tried to leave the group chat. but they kept adding me back in, ... I was too afraid to say 'no''</i></p> |
| The Intervention (Barrier and Enabler) | Understanding of Perspective and of cyberbullying (Barrier and Enabler) |
| <p><i>'I knew my friends would back me up and try to intervene where adults wouldn't'</i></p> <p><i>They wanted to get the people back for what they did'</i></p> <p><i>'I guess they don't really have much power so getting 'control' of the situation is a little harder'</i></p> | <p><i>'Being the same age with the same problems happening a lot in the grade'</i></p> <p><i>'That its someone my age and has experienced bullying who is close to me'</i></p> |
| Embarrassment and Judgement (Barrier) | Confidence, Anxiety or Distress (Barrier) |
| <p><i>'I know they wouldn't judge me and had my back if anything happened'</i></p> <p><i>'Keeping a personal secret from them and fearing them seeing me as weak'</i></p> <p><i>'I felt dumb for getting so wrapped up in things'</i></p> | <p><i>'I was crying and couldn't breathe'</i></p> <p><i>'If I wasn't a nervous wreck'</i></p> |
| Belief (Barrier) | Stoicism (Barrier) |
| <p><i>'Nothing because they'll tell me cyber bullying is fake'</i></p> <p><i>'They were sceptical of me lying or not'</i></p> | <p><i>'There are worse things in life that others have experienced, and I would rather be a positive person around them.'</i></p> |

Table 8: Examples of Barrier and Enabler comments - Friends

Counsellors

Figure 38 outlines the proportion of cyberbullied participants reporting that they disclosed their cyberbullying to a counsellor for different forms of bullying. Participants who had been called names/sent abusive messages ($\chi^2 (1, 715) = 4.168, p < 0.05$), had rumours spread about them ($\chi^2 (1, 715) = 7.589, p < 0.01$), been ignored or excluded ($\chi^2 (1, 715) = 17.878, p < 0.01$), threatened with physical harm ($\chi^2 (1, 715) = 13.372, p < 0.01$), received rude or upsetting images ($\chi^2 (1, 715) = 11.634, p < 0.01$), or been impersonated online ($\chi^2 (1, 715) = 8.177, p < 0.01$) were significantly more likely to disclose their cyberbullying experience to a counsellor than those who had not.

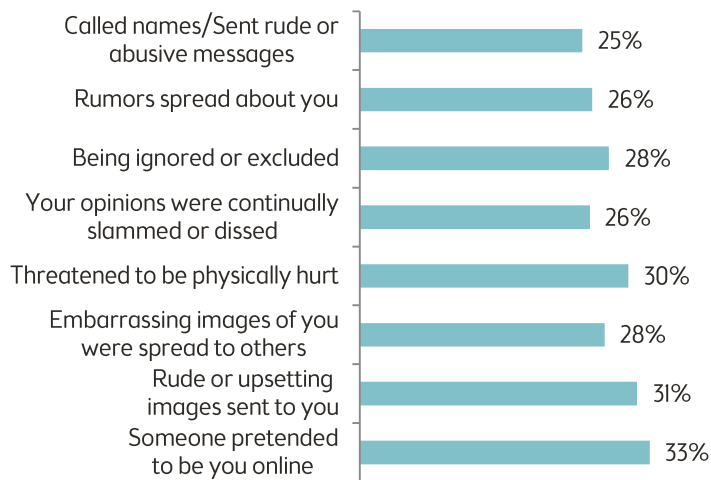


Figure 38: Disclosure to counsellors by cyberbullying types experienced

Figure 39 shows the rates of disclosure to counsellors associated with different cyberbullying characteristics. Participants were significantly more likely to report disclosing to a counsellor when they were cyberbullied frequently ($\chi^2 (1, 706) = 14.535, p < 0.01$), knew who their cyberbully was ($\chi^2 (1, 712) = 8.967, p < 0.01$), or were also bullied in person ($\chi^2 (1, 714) = 21.525, p < 0.01$).

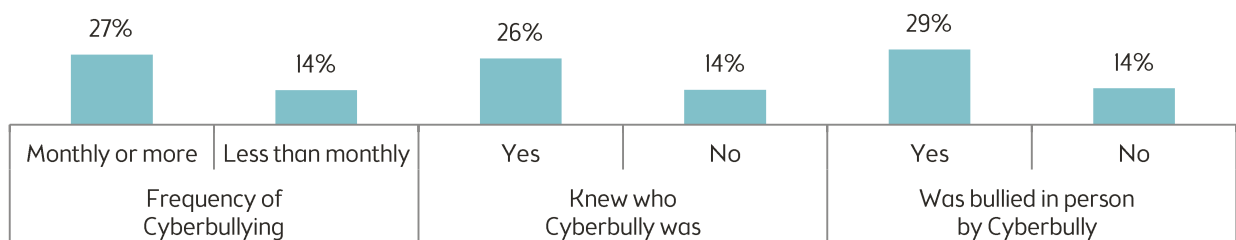


Figure 39: Disclosure to counsellors by cyberbullying characteristics

Young people who identified as having a disability were significantly more likely to disclose their cyberbullying to a counsellor than those who did not ($\chi^2(1, 713) = 4.262, p < 0.05$). The frequency of disclosure to counsellors for demographic groups in outline in Figure 40.

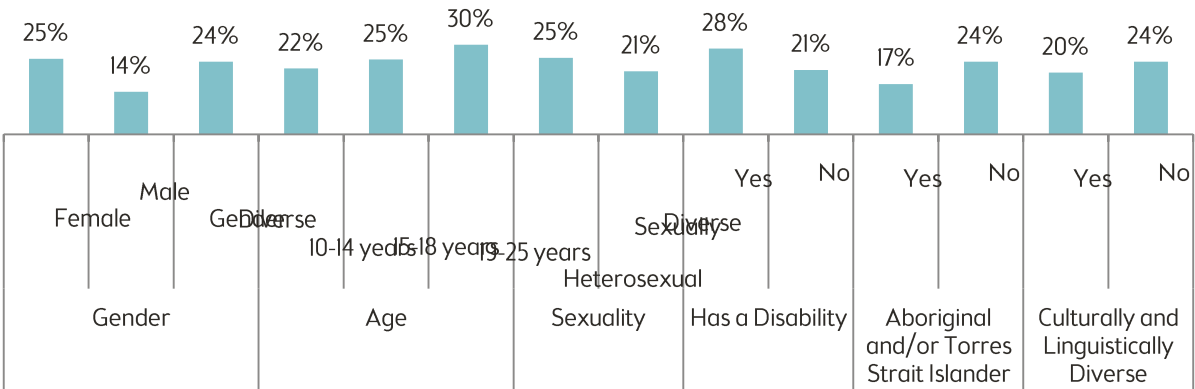


Figure 40: Disclosure to counsellors by participant demographics

Figure 41 shows the helpfulness ratings for counsellors associated with different characteristics of the cyberbullying experience, no significant differences were observed.

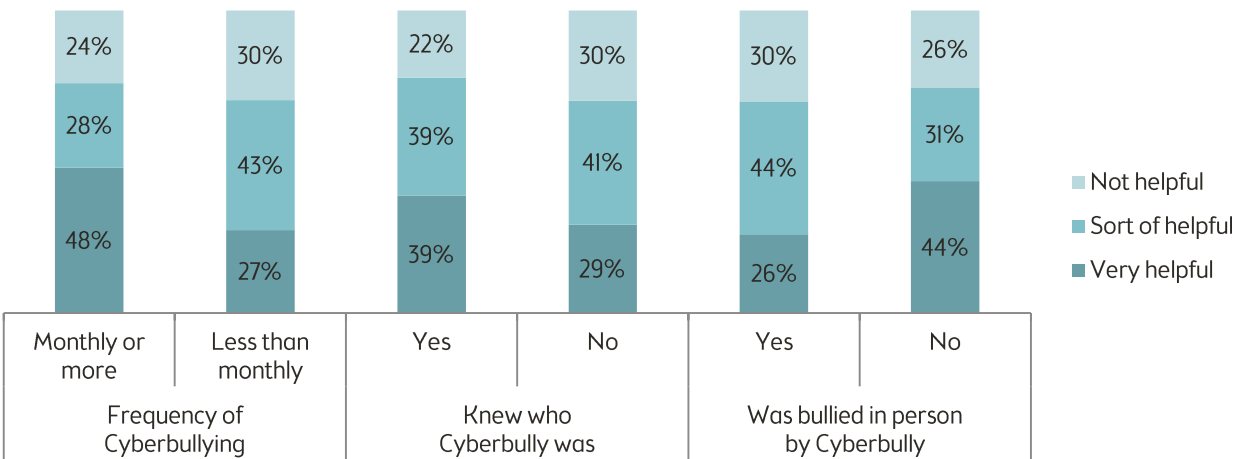


Figure 41: Helpfulness of counsellors by cyberbullying characteristics

Figure 42 outlines the helpfulness ratings for counsellors for different demographic groups, no significant differences were observed.

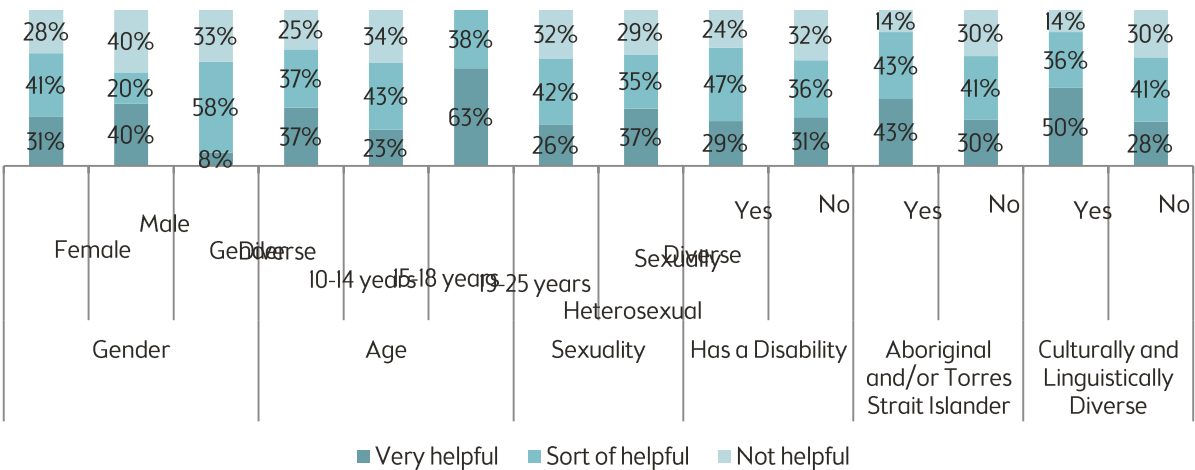


Figure 42: Helpfulness of counsellors by participant demographics

Table 9 contains examples of comments about seeking support from a counsellor. Counsellors were often considered as effective and professional sources of support however, some participants were uncertain about confiding in a stranger. Fear of being judged, both by the counsellor and by others for seeing a counsellor was a common barrier. A barrier unique to counsellors and health professionals was difficulty in accessing and scheduling appointments and affordability issues.

| Relationship Strength and Trust (Barrier and Enabler) | Supportiveness (Barrier and Enabler) |
|--|--|
| <p><i>'She's honestly one of the best people in this world and she's was my teacher at one stage'</i></p> <p><i>'A trusted person that I was already seeing'</i></p> <p><i>'It was a stranger to me'</i></p> | <p><i>'That they knew how to handle these sort of situations about how I felt '</i></p> <p><i>'She was caring but I felt like she wasn't really listening to what I was saying and it didn't stop. '</i></p> <p><i>'Stop giving 'strategies', because I would have most likely had tried them already'</i></p> |
| The Intervention (Barrier and Enabler) | Understanding of Perspective and of cyberbullying (Barrier and Enabler) |
| <p><i>'I felt better but it didn't help'</i></p> <p><i>'If they could have imposed an actual consequence'</i></p> | <p><i>'I knew they would of had Similar experiences'</i></p> <p><i>'He understood the situation and listened.'</i></p> |
| Embarrassment and Judgement (Barrier) | Confidence, Anxiety or Distress (Barrier) |
| <p><i>'There was people walking in and out of the counsellor's office all of the time'</i></p> <p><i>'Hiding it from family'</i></p> | <p><i>'If they would be less serious, just being in a counsellor's room make sure me feel very vulnerable and want to cry '</i></p> <p><i>'My anxiety, my fear that he would judge me.'</i></p> |
| Belief (Barrier) | Stoicism (Barrier) |
| <p><i>'She was under the impression (because of the principal) that I was 'dreaming the story up'</i></p> <p><i>'If they didn't make me feel like I was the bully'</i></p> | <p><i>'I just didn't think it was a counsellor-worthy issue'</i></p> <p><i>'Not wanting to be a burden'</i></p> |

Table 9: Examples of barrier and enabler comments – counsellors

Health Professionals

Participants were significantly more likely to report disclosing to a doctor or psychologist when they had experienced having rumours spread about them ($\chi^2(1, 715) = 8.252, p < 0.01$), being ignored or excluded ($\chi^2(1, 715) = 7.943, p < 0.01$), having their opinions slammed or dissed ($\chi^2(1, 715) = 3.889, p < 0.05$), physical threats ($\chi^2(1, 715) = 6.703, p < 0.05$), having embarrassing images shared ($\chi^2(1, 715) = 11.663, p < 0.01$), received rude images ($\chi^2(1, 715) = 17.537, p < 0.01$), or being impersonated online ($\chi^2(1, 715) = 6.688, p < 0.05$). Figure 43 outlines the rates of disclosure to health professionals for participants who had experienced different types of cyberbullying.

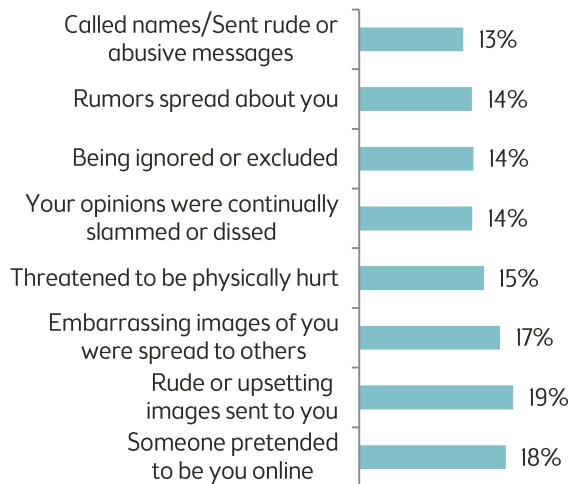


Figure 43: Disclosure to health professionals by cyberbullying types experienced

Figure 44 illustrates rates of disclosure to health professionals associated with different cyberbullying characteristics. Health professionals were more likely to be disclosed to when participants had experienced frequent cyberbullying ($\chi^2(1, 706) = 7.537, p < 0.01$), knew who their cyberbullies identity ($\chi^2(1, 712) = 6.711, p < 0.05$), or were also bullied in person ($\chi^2(1, 714) = 13.618, p < 0.01$).

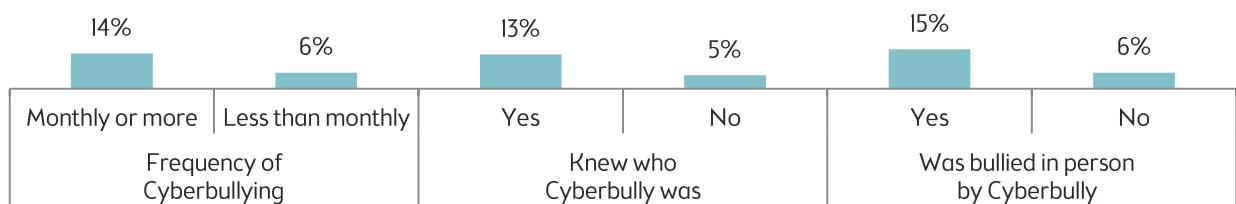


Figure 44: Disclosure to Health Professionals by cyberbullying characteristics

Figure 45 shows rates of disclosure to health professionals for different demographic groups. Participants were significantly more likely to disclose to a health professional if they were aged 15-18 ($\chi^2 (3, 715) = 15.486, p<0.01$), or identified as having a disability ($\chi^2 (1, 713) = 16.015, p<0.01$).

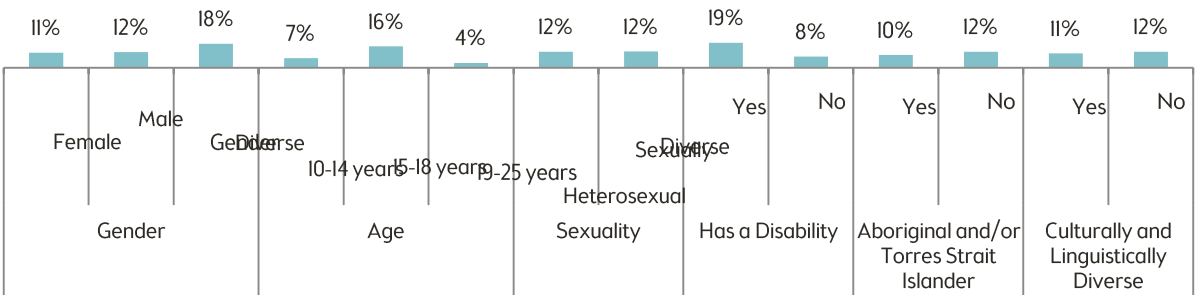


Figure 45: Disclosure to Health Professionals by Participant Demographics

Figure 46 shows the helpfulness ratings for health professionals associated with different characteristics of the cyberbullying experience. No significant differences were observed.

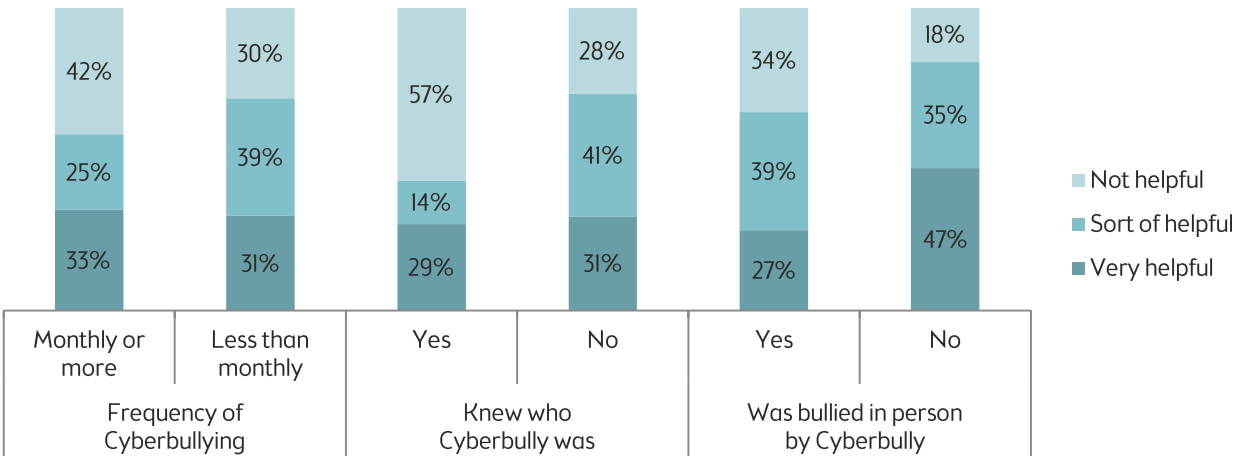


Figure 46: Helpfulness of Health Professionals by cyberbullying characteristics

Figure 47 shows the helpfulness ratings for health professionals associated with different demographic groups, no significant differences were observed.

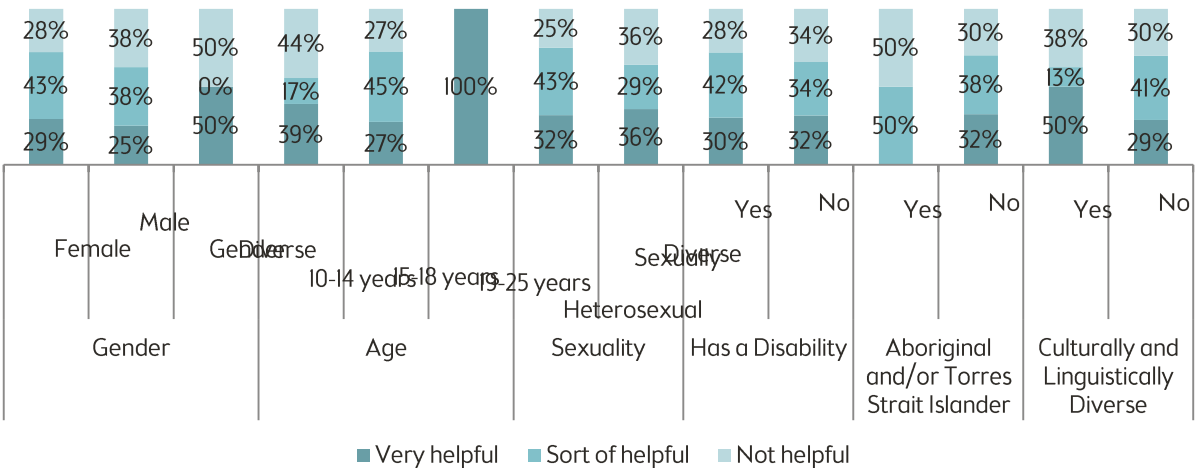


Figure 47: Helpfulness of Health Professionals by Participant Demographics

As with counsellors, a key issue with disclosing to a doctor or psychologist was accessing and affording one. A key attraction of health professionals arising from the comments appears to be that they are professionals who are trained to help. Some participants appeared to be uncomfortable accessing health professionals due to feeling intimidated or fearing being stigmatised. Table 10 shows comments about seeking help from health professionals.

| Relationship Strength and Trust (Barrier and Enabler) | Supportiveness (Barrier and Enabler) |
|---|---|
| <i>'I've known them for quite some time'</i> <i>'They were kind of a stranger to me'</i> | <i>'The fact that they had seen many people like me before and could likely give advice'</i> <i>'I felt like they never really listen to anything I had to say'</i> |
| The Intervention (Barrier and Enabler) | Understanding of Perspective and of cyberbullying (Barrier and Enabler) |
| <i>'I'm just scared of what they would do'</i> <i>'If they don't make a big deal of the situation'</i> | <i>'My doctor doesn't understand mental illness very well'</i> <i>'If they understood how bullying happens online'</i> |
| Embarrassment and Judgement (Barrier) | Confidence, Anxiety or Distress (Barrier) |
| <i>'If everyone made it seem more normal to talk to someone like that and not like I had an illness or disease '</i> <i>'I knew he wouldn't tell my parents if I asked him to'</i> <i>'They were impartial'</i> | <i>'If they weren't so intimidating'</i> <i>'If it didn't feel so professional or uncomfortable or serious in that type of setting'</i> <i>'I'm too scared to talk'</i> |
| Belief (Barrier) | Stoicism (Barrier) |
| <i>Belief did not arise in comments</i> | <i>Stoicism did not arise in comments</i> |

Table 10: Examples of barrier and enabler comments – Health professionals

Police and eSafety Commissioner

Figure 48 illustrates rates of disclosure to the Police and the eSafety Commissioner for participants experiencing different types of cyberbullying. Due to the small number of participants who had experience contacting the eSafety Commissioner we have included them in analysis with those who contacted the police. Participants were significantly more likely to disclose to police or the eSafety Commissioner when they experienced rumours being spread about them ($\chi^2 (1, 715) = 5.855, p < 0.05$), threats of physical harm ($\chi^2 (1, 715) = 20.601, p < 0.01$), embarrassing images of themselves being shared ($\chi^2 (1, 715) = 8.935, p < 0.01$), received rude or upsetting images ($\chi^2 (1, 715) = 5.397, p < 0.05$) or being impersonated online ($\chi^2 (1, 715) = 4.298, p < 0.05$). Participants who been ignored or excluded were significantly less likely to disclose to the police or eSafety Commissioner ($\chi^2 (1, 715) = 8.791, p < 0.01$).



Figure 48: Disclosure to police or eSafety by cyberbullying types experienced

Figure 49 illustrates rates of disclosure to police of the eSafety Commissioner associated with different cyberbullying characteristics, no significant differences were observed.

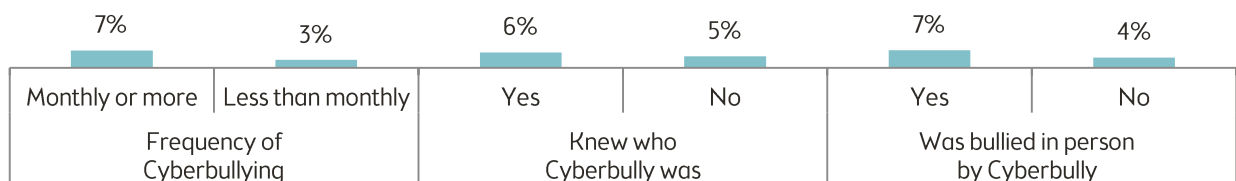


Figure 49: Disclosure to police or eSafety by cyberbullying characteristics

Figure 50 illustrates rates of disclosure to police or the eSafety Commissioner by different demographic groups, no significant differences were observed.

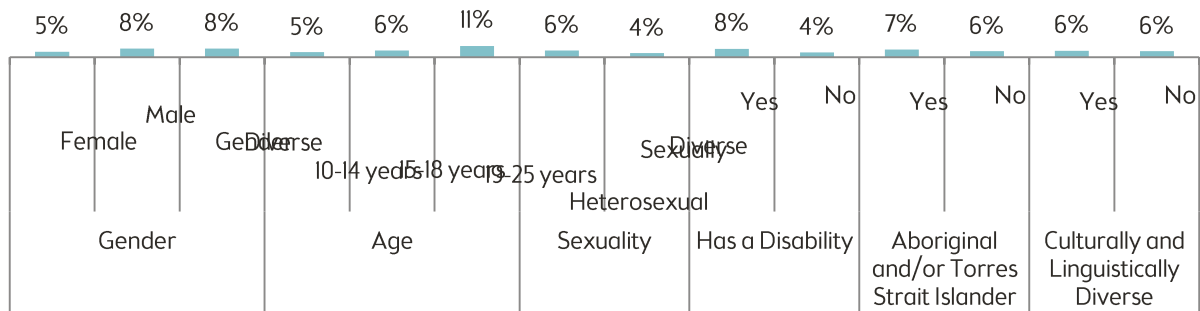


Figure 50: Disclosure to police or eSafety by Participant Demographics

The sample size of participants who had disclosed to the police or the eSafety Commissioner was too small to support analysis of the helpfulness by cyberbullying characteristics or demographics.

Table II shows comments about disclosing to the police. Seeking help from the police appears to depend on the desired intervention and the severity of the cyberbullying; some young people viewed their intervention as to extreme while others viewed them as the best people to help. The police were also viewed as scary and intimidating, which discouraged some participants from seeking their help. Comments regarding the eSafety Commissioner were frequently stating that the participants would like to know more about the services offered or that they did not see their problem as serious enough to bring to the Commissioner.

| | |
|--|--|
| Relationship Strength and Trust (Barrier and Enabler) | Supportiveness (Barrier and Enabler) |
| <p><i>‘Didn’t know them. They were judgemental and not very helpful.’</i></p> <p><i>‘The police have an exterior that is tough and not inviting for you to talk about vulnerable issues’</i></p> | <p><i>‘A lot of my problems come from emotions and I feel that they don’t deal with that stuff’</i></p> |
| The Intervention (Barrier and Enabler) | Understanding of Perspective and of cyberbullying (Barrier and Enabler) |
| <p><i>‘I thought that if anyone could help, they could.’</i></p> <p><i>‘They seem really scary and for only really bad cases’</i></p> <p><i>‘Them not being able to do anything for the first year until It escalated’</i></p> | <p><i>Understanding did not arise in comments</i></p> |
| Embarrassment and Judgement (Barrier) | Confidence, Anxiety or Distress (Barrier) |
| <p><i>Fear of being called a ‘snitch’</i></p> <p><i>They were judgemental and not very helpful.</i></p> | <p><i>‘Too many consequences and draining processes.</i></p> <p><i>Enough courage to walk into the police station’</i></p> |

| Belief (Barrier) | Stoicism (Barrier) |
|---|--|
| <p><i>'I feel as though bullying, especially cyber-bullying, will be treated as something trivial by everyone, so going to the police would be viewed like going to the hospital for a paper-cut.'</i></p> <p><i>'They came in (under the principal's instruction) to talk to me about lying about bullying.'</i></p> | <p><i>Stoicism did not arise in comments</i></p> |

Table II: Examples of barrier and enabler comments – Police

Social Media Community

Participants were significantly more likely to have discussed their cyberbullying experience with their social media community if they had experienced rumours being spread about them ($\chi^2(1, 715) = 4.996, p < 0.05$), physical threats ($\chi^2(1, 715) = 10.829, p < 0.01$), their opinions being slammed or dissed ($\chi^2(1, 715) = 7.357, p < 0.01$), or received rude or upsetting images ($\chi^2(1, 715) = 5.694, p < 0.05$). Figure 51 outlines frequency of disclosure to a social media community by participants who had experienced different types of cyberbullying.

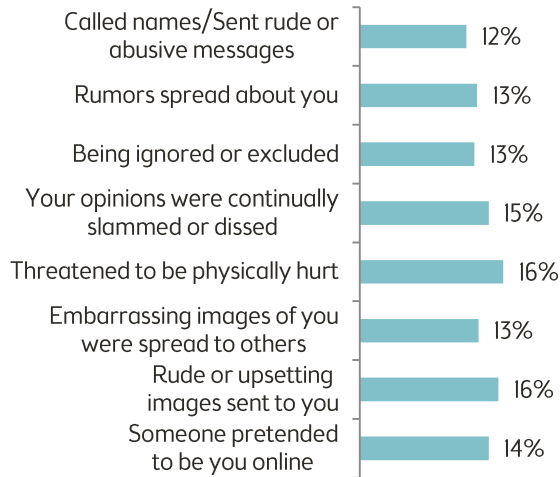


Figure 51: Disclosure to social media community by cyberbullying types experienced

Figure 52 illustrates the proportions of participants with different cyberbullying experience characteristics disclosing to their social media communities, no significant differences were observed.

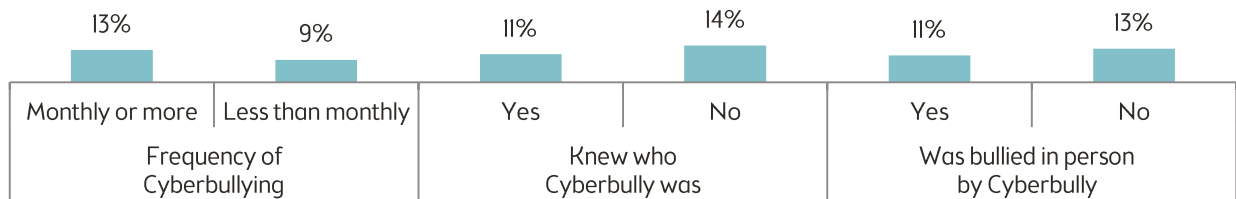


Figure 52: Disclosure to Social Media Community by cyberbullying characteristics

Figure 53 illustrates the proportions of participants with different demographic characteristics disclosing to their social media communities, no significant differences were observed.

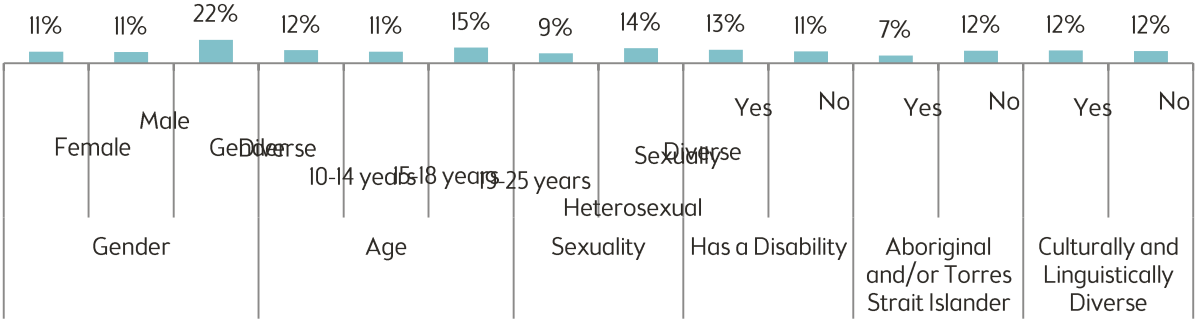


Figure 53: Disclosure to Social Media Community by Participant Demographics

Figure 54 shows the helpfulness ratings given to disclosure to a social media community by different cyberbullying experience characteristics, no significant differences were observed.

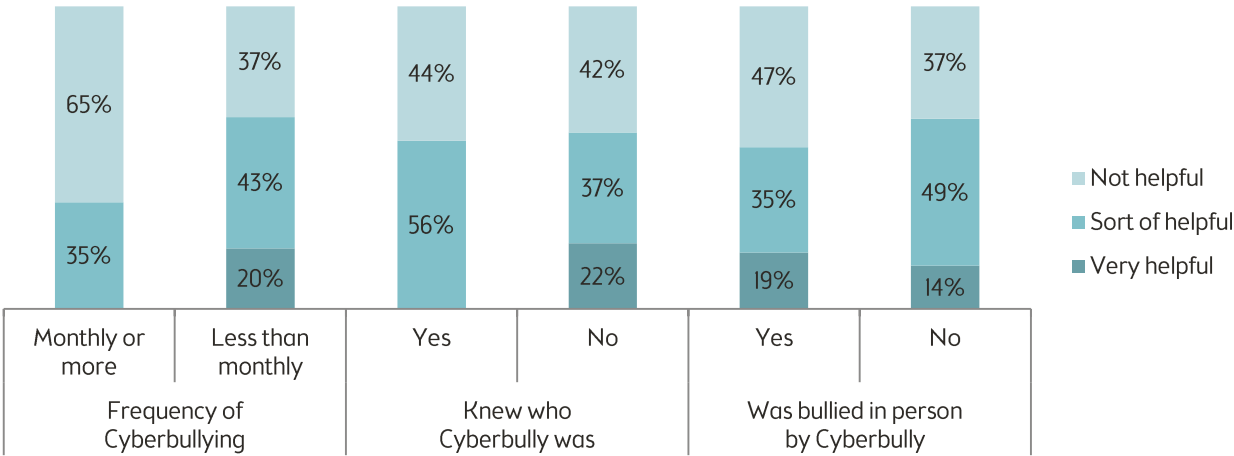


Figure 54: Helpfulness of social media community by cyberbullying characteristics

Figure 55 shows the helpfulness ratings given to disclosure to a social media community by different demographic groups, no significant differences were observed.

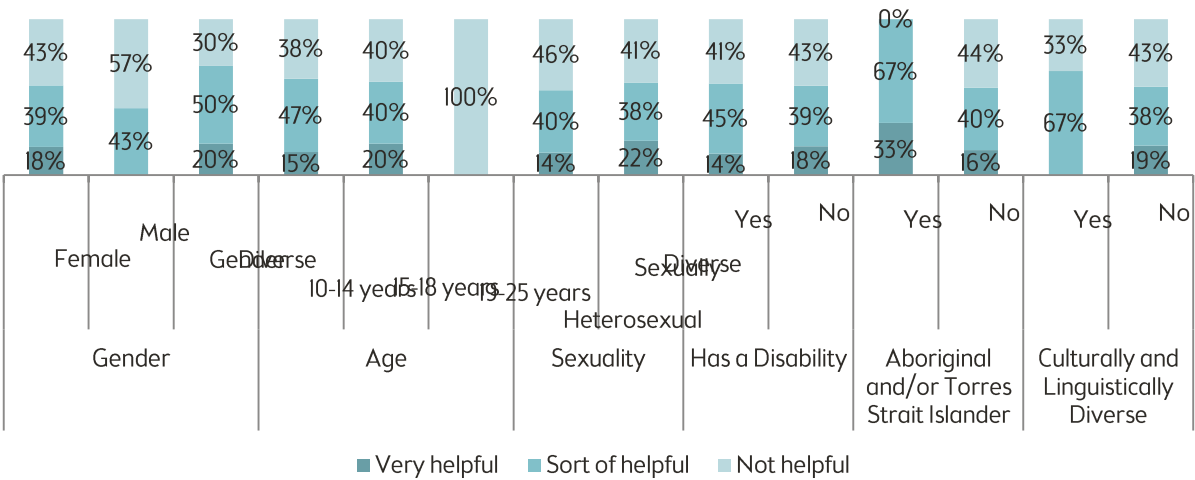


Figure 55: Helpfulness of social media community by participant demographics

Similarly, to disclosing to friends disclosing to a social media community is attractive when there is trust in that community and those people are seen to understand what it is like to be cyberbullied and the dynamics at play. Some participants saw discussing their experience online as less confronting than speaking face to face, but others feared the judgement of their community or that their community would turn on the cyberbully. Table 12 shows comments on disclosing to a social media community.

In late 2018, **yourtown** will be trialling a Kids Helpline Circle (Campbell et al, 2018) for young people who have experienced cyberbullying. Kids Helpline Circles is a world-first model of counsellor facilitated peer support through social media. It is our hope that this program will benefit victims of cyberbullying by allowing them to seek support from and provide support to peers who have similar experiences to their own.

| Relationship Strength and Trust (Barrier and Enabler) | Supportiveness (Barrier and Enabler) |
|---|--|
| <i>'They are a good friend'</i> <i>'If I knew I trusted them and that it was the person I was meaning to talk to'</i> <i>'I trusted my online friends'</i> | <i>'They weren't involved so they gave an unbiased view of the incidents'</i> <i>'Hearing other people who knew what I felt and what I meant.'</i> |
| The Intervention (Barrier and Enabler) | Understanding of Perspective and of cyberbullying (Barrier and Enabler) |
| <i>'Have it not go to everyone and for it to escalate how it had with the issue to begin with'</i> <i>'I wanted the girls to know they really hurt me'</i> <i>'I would have happily talked about it but I didn't want my followers harassing my cyberbully'</i> | <i>'They understood and had similar experiences in the past'</i> |
| Embarrassment and Judgement (Barrier) | Confidence, Anxiety or Distress (Barrier) |
| <i>'I didn't want people to think I wanted attention or was being a victim'</i> <i>'I posted to a close friends lost, so only certain people saw it, and I knew they wouldn't judge...I still feared judgement'</i> | <i>'Using social media was less direct than confronting the person face to face'</i> <i>'People on social media can be brutal'</i> <i>'I was scared of talking about it to so many people'</i> |
| Belief (Barrier) | Stoicism (Barrier) |
| <i>Belief did not arise in comments</i> | <i>Stoicism did not arise in comments</i> |

Table 12: Examples of barrier and enabler comments – Social media

Discussion

yourtown is grateful to the young people who shared with us their experiences of cyberbullying and online aggression along with their stories of how they sought help. These young people reported experiencing a variety of cyberbullying acts, most often name-calling, rumours, exclusion, having their opinions attacked, and threats - all experiences that more mature readers may recognise from their own experiences. While still common, the acts that specifically require an online environment - having embarrassing images shared, receiving upsetting images, or being impersonated online - were the forms of cyberbullying least likely to be reported in this study. Along with the observation that most cyberbullying was accompanied by offline bullying, this highlights that the underlying issue driving cyberbullying is the same as that which drives all bullying. Cyberbullying is a recent manifestation of an enduring issue.

Cyberbullying Reduction

However, the challenges raised by cyberbullying are new. Whereas parents and teachers may have an opportunity to observe and intervene in overt bullying or support those affected, the online world of children and adolescents can seem impenetrable to adults and provides an ideal environment for covert bullying behaviour. The Australian Covert Bullying Prevalence Study (Cross et al, 2009) noted that bullying behaviour adapted to the constraints of supervision. Bullying becomes less prevalent, and overt gives way to covert bullying when children are supervised. We would argue that face to face bullying gives way to cyberbullying in the same manner - the bullying behaviour shifts to where supervision is lightest.

Supervision could take many forms online; at one extreme parents could have complete surveillance over all communications made by and to their child. While total monitoring of communications would be very effective in allowing parents to know when and if their child is bullied; it would be labour intensive and may not foster trust or aid the development of social skills and independence, particularly as children grow older. Increasing understanding of these topics by parents, carers and teachers may mean that young people are more likely to turn to them for support and also that they are better able to supervise young people online. This study found that a common complaint raised regarding parents, carers and teachers was that they do not understand cyberbullying or the technologies that facilitate it.

A fuller understanding of cyberbullying and specific technologies used by young people would allow parents, carers, and teachers to better judge when a young person is at risk of cyberbullying. To use a schoolyard metaphor, we could ensure bullying is observed by keeping every child within sight and earshot of an adult at all times. However, an alternate strategy of developing a good understanding of the trouble spots - so that you know that you may not need to worry so much when they are in the library, but you need to keep an eye on what is happening behind the virtual bike sheds - may be effective and less resource intensive. Research currently underway at the time of writing by **yourtown** will provide further insight into the role of parents' understanding of technology and their childrens' cyberbullying experiences.

Other findings reinforced that cyberbullying is often a manifestation of problems in social networks that exist offline as well. This study found that most young people who were cyberbullied know who their cyberbully was and were also bullied in person demonstrating that cyberbullying is not a problem that should be considered as a solely online one and that it is not the anonymous trolling that some may envision when considering the term. **yourtown** produced a similar finding in a 2009 study (Price & Dalglish, 2009) however this study found that young people were even more likely to be bullied offline as well as online and by people they knew.

It is further evident that problematic aspects of social networks play a role in cyberbullying when the relationship between witnessing or experiencing cyberbullying and perpetrating cyberbullying is considered. Almost all (99.6%) participants who had perpetrated acts that may be considered cyberbullying had witnessed similar acts and over half (53.1%) had been cyberbullied themselves. Cyberbullying exists in a context of normalised cyberbullying or online aggression; it is somewhat of a tautology but an important point to consider nonetheless, considering that experiencing cyberbullying may lead to perpetrating it - an effective strategy it is to reduce the incidence of cyberbullying.

Given the frequency at which participants reported witnessing and perpetrating cyberbullying and cyber aggression it may be useful for parents and carers to be supported and encouraged to not just consider if their child has been a victim of cyberbullying, but also if they are a perpetrator or a bystander. This will need to be accompanied with support and education for parents to assist them in having supportive conversations with their children about better ways to engage with others online and how to be supportive towards others who are victims of bullying and aggression.

Support for those who have been bullied (which will often include bullies themselves) is another strategy that this study indicates may be effective. When explaining the context of potential cyberbullying actions, a common response was that the young person was responding to bullying they had experienced from that person. This misguided justice seeking appears to be a result of anger or an attempt to end the cyberbullying. If young people are provided with adequate emotional and practical support in the aftermath of being bullied, they may find more productive and satisfying ways to deal with their experience.

Building respect for diversity may be another strategy that will be effective in reducing cyberbullying prevalence. While this study cannot speak to the prevalence of cyberbullying, it did reveal that the experience of cyberbullying is different for certain groups of young people that indicates that 'difference' may play a role in targeting. Aboriginal and Torres Strait Islander young people were more likely to experience frequent cyberbullying and were more likely to experience threats and impersonation online, gender diverse young people were more likely to experience impersonation online, sexually diverse young people were more likely to have received threats of harm and young people with a disability were more likely to report a range of cyberbullying forms. These patterns of experience indicate that even if not targeted more frequently (though they may be) these groups are targeted specifically in the form of cyberbullying used.

Reduction of cyberbullying through punishment was a strategy that was generally popular with participants. It is interesting to note though that those young people who admit to aggressive acts online and are therefore the most likely to understand the motivations of such acts, were the least likely to support punishment as an effective reduction strategy. Achieving significant change in the prevalence of cyberbullying will require a broad cultural change amongst young Australians where the appropriateness of aggressive online behaviours is challenged, supportive behaviours encouraged and diversity respected. Imposing this cultural change would be a challenging task; **yourtown** would encourage policy makers to work with young Australians to co-design the initiatives that would shape this transformation.

Cyberbullying Help Seeking

A key finding of this study and our previous study (Price & Dalgleish, 2009) is that parents and carers are one of the most effective sources of help for young people who have been cyberbullied. **yourtown** believes that supporting parents and carers to provide more effective support and to foster the kind of relationships in which disclosure occurs is vitally important for ensuring the young people who experience cyberbullying are supported. This is all the more pressing when one considers that 1 in 5 respondents had not told anyone about their experiences and that nearly 1 in 2 had not told any adults. Table 13 below summarises strategies that may be effective in fostering help-seeking for cyberbullying amongst young Australians.

There were a number of factors that were consistent across the help-seeking stories which young people told us. Firstly, they would disclose to another if they trusted that person and felt close to them – fostering relationships between young people and adults who they trust and who they feel will believe and support them is key to fostering disclosure.

Secondly, understanding was key; participants were reluctant to disclose to people whom they felt did not understand cyberbullying, the technology facilitating it, or their perspective on social media. Having to explain their experience was burdensome, and they feared being dismissed by someone who just could not understand what they had experienced, how they had reacted to it, or why it distressed them.

Finally, the likely intervention a discloser might implement was another key factor determining willingness to disclose. Sometimes a young person desires that intervention, participants were generally more likely to tell someone about their cyberbullying experiences when they knew who their bully was or

were bullied in person, factors that would make it easier for another party to intervene. However, many participants also indicated that they kept their experience to themselves because they were afraid of what may happen if they tell someone. Participants often feared losing access to their phone or social media, being blamed themselves, being embarrassed, or making the bullying worse.

These factors reveal that empowerment is important to encouraging young people who have been cyberbullied to disclose. If a young person feels that a person will not respect them, believe them, and listen to what they want and act with their consent then they are unlikely to reach out for help. These experiences have left young people feeling vulnerable and we must restore their power and agency.

| Strategies to Increase Disclosure | |
|--------------------------------------|---|
| Parents & Carers | <ul style="list-style-type: none"> • Foster closer relationships between young people and their parents or carers. • Improve understanding of social media technologies and of cyberbullying amongst parents and carers. • Educate parents and carers on the importance of listening to, believing, and supporting young people who are cyberbullied. • Educate parents and carers on the importance of giving young people a degree of control over the actions that follow a disclosure of cyberbullying. |
| Teachers & Principals | <ul style="list-style-type: none"> • Educate teachers and schools about effective responses to cyberbullying including for victims, bystanders and perpetrators. • Ensure that all students have <i>trusted</i> adults in the school community to whom they can disclose, especially students who may feel stigmatised within the school community. • Ensure school policies regarding bullying adequately address cyberbullying (and bullying within the school community off school grounds). • Consistently apply school policies within the school community to ensure all students feel they can access natural justice, particularly when there are familial and friendship relationship between staff and parents. • Foster norms of behaviour within the school community that encourage supportiveness and help-seeking, ideally through student led processes. |
| Counsellors and Health Professionals | <ul style="list-style-type: none"> • Increase understanding amongst Australian youth of the roles of counsellors, general practitioners, and psychologists in the mental health system and how these professionals can help them. • Improve access to subsidised and free appointments with counsellors, GPs and psychologists. • Improve physical access to counsellors, GPs and psychologists. • Promote telehealth and eMental health services to young people. |
| Office of the eSafety Commissioner | <ul style="list-style-type: none"> • Increase awareness of the role of the Office of the eSafety Commissioner. • Increase awareness of the resources offered by the Office of the eSafety Commissioner. |
| Police | <ul style="list-style-type: none"> • Increase awareness of the role of the police in cyberbullying and cyber-crime. • Develop a reporting process for young people that is supportive and not intimidating. |

Table 13: Strategies to increase disclosure of cyberbullying

References

- Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., and Thomas, L. (2009). *Australian Covert Bullying Prevalence Study (ACBPS)*. Child Health Promotion Research Centre, Edith Cowan University, Perth.
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- Campbell, A., Ridout, B., Amon, K., Collyer, B., Navarro, P. & Dalgleish, J. (2018). *Kids Helpline Circles: Findings from participant action research in the development of a secure national mental health social network*. Paper presented at the Australian Psychological Society Congress, Sydney, Australia.

Appendix A: Survey Questions

1) To which gender identity do you most identify?

- ☐ Female
- ☐ Male
- ☐ Transgender Female
- ☐ Transgender Male
- ☐ Non-binary
- ☐ Not listed : _____

2) What is your age?

- ☐ 5-9 years
- ☐ 10-14 years
- ☐ 15-18 years
- ☐ 19-25 years
- ☐ 26+ years

3) Which state or territory do you live in?

- ☐ Queensland
- ☐ Australian Capital Territory
- ☐ New South Wales
- ☐ Western Australia
- ☐ Northern Territory
- ☐ Tasmania
- ☐ Victoria
- ☐ South Australia

4) Do you have a disability?

Note: Disability includes physical, intellectual, psychiatric, sensory, neurological, learning disability, physical disfigurement and immunological - the presence in the body of disease causing organisms. Examples of disability include hearing speech or visual impairments (not corrected by wearing glasses or contact lenses); mental illness such as schizophrenia, depression and bipolar disorder; speech impairment such as stuttering; intellectual disability such as Down syndrome; others include arthritis, asthma, cancers, diabetes, dyslexia, epilepsy or facial disfigurement.

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

5) Which country were you born in?

- ☐ Australia
- ☐ Other - Specify: _____ *

6) What language/s do you speak at home?

- ☐ English
- ☐ Other - please specify: _____

7) Do you identify as Aboriginal or Torres Strait Islander? (select all that apply)

- ☐ Aboriginal
- ☐ Torres Strait Islander
- ☐ I don't identify as Aboriginal or Torres Strait Islander

8) Do you think of yourself as:

- ☐ Lesbian
- ☐ Gay
- ☐ Bisexual
- ☐ Heterosexual/Straight

- ☐ Unsure
☐ Other - Please specify: _____

9) Have you ever been cyberbullied?

- ☐ Yes
☐ No

10) How frequently did the cyberbullying happen?

- ☐ Daily
☐ Several times a week
☐ Once a week
☐ Once a fortnight
☐ Once a month
☐ Once every three months
☐ Once every six months
☐ Once a year
☐ Not within the past year

11) What type of cyberbullying have you experienced? (Select all that apply)

- ☐ Being ignored or excluded
☐ Called names
☐ Threatened to be physically hurt
☐ Someone pretended to be you online
☐ Embarrassing images of you were spread to others
☐ Rumors spread about you
☐ Your opinions were continually slammed or dissed
☐ Rude or upsetting images sent to you
☐ Other, please describe: _____

12) Did the individual/s who cyberbullied you also bully you in person?

- ☐ Yes
☐ No

13) Did you know who your cyberbully was?

- ☐ Yes (please specify your relationship to that person/ those people): _____

- ☐ No

14) Have you ever told anyone about the cyber bullying you've experienced? (Select any that apply)

- ☐ I told my parent or carer
☐ I told my teacher or principal
☐ I told a friend
☐ I told a counsellor
☐ I told the eSafety Commissioner (esafety.gov.au)
☐ I told my doctor or psychologist
☐ I told the police
☐ I talked about it on social media
☐ I told someone else - please specify: _____
☐ I haven't told anyone about the cyberbullying

15) Tell us more about your experience speaking to that person.

Why did you decide

Was there anything

Was there anything

| | to tell them? | that made it easier for you to talk to this person? | that made it harder for you to talk to this person? |
|--|---------------|---|---|
| My parent or Carer | _____ | _____ | _____ |
| My teacher or principal | _____ | _____ | _____ |
| My friend | _____ | _____ | _____ |
| A Counsellor | _____ | _____ | _____ |
| eSafety Commissioner (esafety.gov.au) | _____ | _____ | _____ |
| A Doctor or Psychologist | _____ | _____ | _____ |
| The Police | _____ | _____ | _____ |
| Social Media | _____ | _____ | _____ |

16) How helpful did you find talking to that person?

| | Not helpful | Sort of helpful | Very helpful |
|--|-------------|-----------------|--------------|
| My parent or Carer | () | () | () |
| My teacher or principal | () | () | () |
| My friend | () | () | () |
| A Counsellor | () | () | () |
| eSafety Commissioner (esafety.gov.au) | () | () | () |
| A Doctor or Psychologist | () | () | () |
| The Police | () | () | () |
| Social Media | () | () | () |

17) Is there anything that would make it easier for you to talk to this person?

What would make it easier for you to talk to this person?

| | |
|--|-------|
| My parent or Carer | _____ |
| My teacher or principal | _____ |
| My friend | _____ |
| A Counsellor | _____ |
| eSafety Commissioner (esafety.gov.au) | _____ |
| A Doctor or Psychologist | _____ |
| The Police | _____ |
| Social Media | _____ |

18) Have you ever witnessed any of the following on the internet or through an app?

| | Never | Sometimes | Often |
|---|-------|-----------|-------|
| Someone being ignored or excluded | () | () | () |
| Someone called names | () | () | () |
| Someone threatened to physically hurt someone else | () | () | () |
| Someone pretending to be someone else | () | () | () |
| Embarrassing images of someone else spread to others | () | () | () |
| Rumors spread about someone else | () | () | () |
| Someone's opinions were continually slammed or dissed | () | () | () |
| Rude or upsetting images sent to someone else | () | () | () |

19) Have you ever done any of the following on the internet or through an app

Never Sometimes Often

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| Ignored or excluded someone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Called someone names | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Threatened to physically hurt someone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pretended to be someone else | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shared embarrassing images of someone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Spread a rumor about someone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You continually slammed or dissed someone else's opinions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sent someone rude or upsetting images | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

20) Thinking about the previous question, what led to you doing those things?

21) What do you think would be useful to make it easier for young people who are cyberbullied to get help?

22) What do you think should be done to reduce or prevent cyberbullying?

23) Do you think higher criminal penalties for cyberbullying would be effective in reducing this behaviour?

- ☐ Yes
- ☐ No
- ☐ I'm not sure