

Cyberbullying: factsheet

Key points

- One in five students report they have experienced cyberbullying.
- Students can make a complaint about cyberbullying to the online service, social media or platform, or to eSafety.
- [The eSafety Guide](#) includes information on features of apps such as anonymous communication and encryption that can make it harder to prove cyberbullying.
- eSafety Education has resources to help teachers embed cyberbullying prevention in the curriculum.
- All students need to be taught specific technical, personal and social skills to help deal with cyberbullying.

Facts and stats

The national definition of bullying for Australian schools at [Bullying. No Way!](#) describes behaviour that is repeated or has the potential to be repeated. Cyberbullying is covered by this definition even when there is only a single instance of abuse, because the fact that it occurs online means it may be 'repeated' through sharing.

Cyberbullying can take many forms, including posting mean comments or messages, excluding or ignoring someone, tricking or humiliating them through fake accounts, or sharing a photo or video that will make them feel bad. If someone tries to share, or threatens to share, an intimate image (such as a naked selfie) of another person without their consent, this is [image-based abuse](#). It includes 'revenge porn' or '[sexual extortion](#)'.

According to eSafety research

One in five

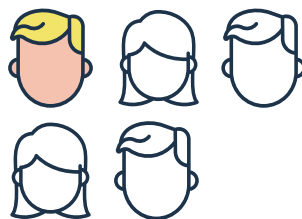
young Australians

aged 8 to 17 years

reported being socially

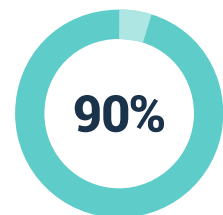
excluded, threatened

or abused online.



1 in 5 young people

(15% of kids, 24% of teens) also admitted to behaving in a negative way to a peer online — such as name calling, deliberately excluding them, or spreading lies or rumours.



**of these had
had a negative
online experience
themselves.**

How to report and block

Making a complaint to the social media company

Social media community standards outline how to behave on social media. They discourage the use of a service to harass or bully others or act in other ways that are anti-social or illegal.

[The eSafety Guide](#) has links to help users report abusive content on a variety of services, games and apps. It also has other handy online safety information, like how a user can block someone from contacting them.

Reporting to eSafety

The Cyberbullying team at eSafety helps with the removal of cyberbullying material. Even in cases where we are unable to remove material, we can offer advice, assistance and resources.

Research shows that students who have had an information session are more likely to [report abuse](#). We recommend all students attend an information session explaining how to report cyberbullying.

Read more about [how eSafety can help with cyberbullying](#) or print the [How to report cyberbullying poster](#) and place around the school.

App features that increase the risk

The eSafety Guide includes information to help teachers and students choose safer apps and report cyberbullying if it occurs.

Anonymous communication

Anonymous online services allow people to communicate and share content without revealing their name or true identity. People may use a fake name or an avatar to represent them. However, not all services that claim to be anonymous are truly anonymous. Online activity and the content shared may still be traceable and recordable in some way.

Apps used for anonymous communication include: [Omegle](#), [Kik](#), [Qooh.me](#), [Yolo](#)

Encryption

Encrypted content can only be viewed by using a secret code to unscramble the data, which is usually done automatically by the software. This makes it harder to detect illegal content or conduct.

Apps that use encryption include: [WhatsApp](#), [WeChat](#)

eSafety resources

The eSafety website includes advice for [kids](#), [young people](#) or [adults](#) who may be experiencing online abuse.

Lower Primary

[Mighty Heroes](#) (animated series)

[Keep it sweet online](#) (slide deck)

Middle Primary

[Cybersmart Hero](#) (animation)

Upper Primary

[Game On](#) (video series)

[Protecting each other online](#) (animation)

[Good choices and good behaviour](#) (animation)

Lower Secondary

[The Internet and The Law](#) (slide deck)

[Respect Matters](#) (slide deck)

[Young and eSafe](#) (videos and lesson plans)

[Be Deadly Online](#) (animated series)

Upper Secondary

[The YeS Project](#) (video and lesson plans)

[Tagged](#) (video and lesson plans)

[Rewrite Your Story](#) (video and lesson plans)

Resources for parents

[Parental controls](#)

(advice on safe searching and device filters)



Prevent and manage cyberbullying

Early Years to Year 2

From Early Years to Year 2 students should build skills in:

- respectful online relationships (as part of the HPE curriculum)
- interacting respectfully online
- identifying how emotional responses differ in online environments, for example, excitement when playing games
- blocking and reporting for safe online relationships
- help-seeking strategies such as going to a trusted adult.

Years 3 to 6

Between Years 3 to 6, students should:

- understand the nature of online identity and the range of ways that people express themselves and their emotions online
- describe the ways that technology can enhance relationships between people
- practise appropriate communication strategies to share power within relationships online
- develop digital skills to manage negative experiences; managing what they see in their feed, controlling who can contact them,
- balancing time spent online and reporting bullying and discrimination
- investigate support services such as the eSafety Commissioner and Kids Helpline.

Years 7 to 10

From Years 7 to 10 students should:

- apply concepts of rights and responsibilities in making online decisions
- understand the psycho-social impacts of cyberbullying and the legislation that is used to protect young people from serious cyberbullying
- identify situations where an imbalance of power plays a role in cyberbullying incidents and practise strategies that can be put in
- place to deescalate or redress the power balance
- evaluate the most appropriate sources of support if they experience cyberbullying
- offer empathetic support to someone else who has experienced cyberbullying.



Appendix A: Curriculum links

K2	3-6	7-10
• Interacting respectfully online • Identifying how emotional responses differ online • Blocking and reporting • Help seeking	• Understand the signs of cyberbullying • Practise appropriate communication strategies • Develop skills to manage negative online experiences	• Rights and responsibilities in making online decisions • Understand the law used to protect young people from serious cyberbullying
HPE	HPE	HPE
Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017) Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091) Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
HASS	HASS	HASS
How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)	The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)	The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064) Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084)
Digital Technologies	Digital Technologies	Digital Technologies
Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environment (ACTDIP006)	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)
General capabilities – ICT Capability	General capabilities – ICT Capability	General capabilities – ICT Capability
Apply personal security protocols follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate	Apply personal security protocols identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts	Apply personal security protocols independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities

Visit the [Online Safety Curriculum Connection](#) to:

- identify more content in the Australian Curriculum that supports the teaching and learning of online safety
- access a range of interdisciplinary resources developed to support the teaching and learning of online safety.

Appendix B: Research and useful links

[Youth and digital dangers](#) – eSafety Commissioner

[Youth and online gaming in Australia – state of play](#) – eSafety Commissioner

[Young people and sexting](#) – eSafety Commissioner

[Spotlight on nude photo sharing: helping parents and teachers respond](#) – eSafety Commissioner, in collaboration with SBS Learn for 'The Hunting' TV series