

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

Part C:

An evidence-base assessment of deterrents to youth cyberbullying

Appendix C: Findings of research with youth

Prepared for:

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

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

Synthesis report

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

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Contents

1	Introduction	1
2	Methodology.....	2
	2.1 Recruitment and sampling.....	3
	2.2 Data collection.....	4
	2.3 Data analysis.....	4
	2.4 Limitations	5
3	Findings from youth survey	6
	3.1 Demographics	6
	3.2 Cyberbullying what do you know about it?	7
	3.3 How to deal with cyberbullying?	9
	3.4 A new, simplified cyberbullying offence.....	13
	3.5 A new civil enforcement regime	16
	3.6 Where should young people be able to find information about cyberbullying?	20
	3.7 Impact and delivery of responses.....	24
	3.8 Young people's ideas and opinions.....	28
4	Summary.....	30
5	Youth Crowdsourcing: Digital Jigsaw Online Survey.....	32
6	Digital postcards.....	42
7	References.....	45

Tables

Table 1 Understanding of current consequences of cyberbullying by youth subset sample	8
Table 2 Attitudes towards current penalties and laws by total youth sample	10
Table 3 Youth perspectives on what influences the type and level of penalty for cyberbullying	14
Table 4 Attitudes towards a new civil enforcement regime by total youth sample.....	17
Table 5 Avenues for delivery of cyberbullying information by total youth sample.....	21
Table 6 Impact of response options on reducing cyberbullying by total youth sample.....	25
Table 7 Attitudes towards responsibility for delivering consequences by total youth sample.....	26
Table 8 Attitudes towards social media compliance by total youth sample ..	27

Figures

Figure 1 Geographic spread of subset sample (n=53)	6
Figure 2 Approximate location of total youth sample.....	9
Figure 3 Improving young people's understanding of current laws.....	12
Figure 4 Appropriate penalties for young people under a new, simplified cyberbullying offence	15
Figure 5 Appropriate penalties for young people under a CER	18
Figure 6 Benefits or services of a CER for victims	19
Figure 7 Proposed content for an information/education campaign	22

Abbreviations

CER	Civil Enforcement Regime
SPRC	Social Policy Research Centre
UniSA	University of South Australia
UWS	University of Western Sydney

1. Introduction

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

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

The methods employed in this research were designed to maximise stakeholder reach and engagement. This appendix presents the detailed methodology and findings of a crowdsourcing survey that examined the awareness and understanding of young people (aged 15-24) in relation to the potential criminality of cyberbullying, appropriate penalties, the range of sentencing options and the deterrent impact of these. The survey also explored perspectives about where young people should be able to find information about cyberbullying. A national youth crowdsourcing campaign (survey) was conducted between 17 February and 7 April 2014 to explore these issues.

The findings in this appendix support the Part C Report: *An evidence-based assessment of deterrents to youth cyberbullying*. The findings of the adult engagement component of this research are presented separately in Appendix B to the same Report.

The rest of this appendix is set out as follows:

- Section 2 describes the methodology of this research, including recruitment and data collection
- Section 3 presents the detailed findings
- A summary is presented in Section 4
- Section 5 presents the online survey in full and Section 6 presents the Digital postcards used.

2. Methodology

Crowdsourcing was selected to explore young people's opinions about cyberbullying, youth and the law. Crowdsourcing is a participatory research method and:

Is a process that exists both on and offline, where a person or organisation taps into a network of people (i.e. the 'crowd') to solve a problem, come up with an idea or develop a solution.

Crowdsourcing can be used at any point in a project to collect ideas, concepts, prototypes, contributions, or user-generated content. It is best suited to campaigns and projects where there is value in content having been developed and selected by users, where authenticity of voice and ownership by users is central, or where collective content helps to shape the project. In effect, crowdsourcing is asking for input from members of the public for free. As such, transparency and clarity is required around questions of intellectual property, ownership, copyright, how the material contributed will be used, and plans for ongoing communication/participation. (Hagen et al., 2012, p. 15).

Seven short videos were created and uploaded to YouTube explaining each of the seven aspects of the crowdsourcing topic, the target age group, how to access the portal, and its duration. These short videos were developed in consultation with Project Rockit.

Seven digital postcards (presented in Section 6) with information about the study (its different aspects, target age group, duration and web-link) were distributed via social media and the Young and Well CRC project partners. The concepts for these postcards were developed in consultation with Project Rockit.

The survey instrument, used in this crowdsourcing component of the research, aimed to examine and measure:

- Demographics and awareness of cyberbullying
- Some current laws that can apply to cyberbullying
- A potential new simplified cyberbullying offence
- A new civil enforcement regime
- Connecting young people with information/education
- Impact of approaches
- Delivery of responses
- Further opinions and ideas.

The survey was developed to explore the extent to which young people are aware that cyberbullying can be a criminal offence and the penalties involved, as well as perspectives on:

- Sentencing options, especially when the offender is a minor, such as a fine, counselling, restorative justice or community-based orders and probation
- Changing the language used in relevant offence provision so that young people especially, understand what constitutes an offence
- Use of information campaigns
- Incorporation of cyberbullying offence and penalties into the national school curriculum
- The potential for regulating social media websites and requiring them to comply with any new laws.

The full survey is presented in Section 5 in this report.

2.1 Recruitment and sampling

Crowdsourcing is a method of participatory research which taps into the network and knowledge of a crowd. The crowdsourcing 'Digital Jigsaw' campaign and crowdsourcing site were designed to facilitate recruitment of young people (aged 15–24) to participate in an anonymous, online survey about young people's understanding and perspectives related to cyberbullying and the social and legal consequences of cyberbullying.

Seven short videos and seven digital postcards were created in consultation with Project Rokit (an anti-bullying and youth leadership initiative) to promote the campaign. The videos, which explained the seven aspects of the crowdsourcing topic and also provided information about the study, were uploaded to YouTube. The digital postcards also contained information about the study and a link to the online survey.

The campaign was promoted nationwide via social and traditional media, specifically via avenues available through Project Rokit, and the Young and Well Cooperative Research Centre, including Young and Well CRC project partners. A large youth audience were accessed via the social media networks of Project Rokit (1,389 Twitter followers) and the Young and Well CRC (4,637 Twitter followers).

Project Rokit is an interactive anti-bullying and youth leadership program that is run by young people for young people in school and university settings. Project Rokit advertised the crowdsourcing campaign via the Twitter and Facebook social media sites. Project Rokit's remit and engagement with young people provided a strong platform for identifying potential participants.

A press release promoting the crowdsourcing portal was also sent to newspapers, radio and television stations. This included the following information: the purpose of the crowdsourcing campaign, its target age group, and duration. Traditional media still has a large youth audience and these information flyers complemented the email and social media strategies of identifying potential participants, as well as

highlighting this opportunity to youth organisations that could then communicate it to their youth networks.

The rationale for this joint social media and traditional media recruitment process was that since this study was exploring young people's perspectives about online practices, it was pertinent to identify and engage potential participants across both traditional media platforms – as well as popular social network platforms.

The crowdsourcing campaign took place between 17 February 2014 and 7 April 2014. Non-probability purposive sampling was employed as it enabled recruitment of a wide range of young people to tap into the broad experiences and knowledge base of youth.

2.2 Data collection

The crowdsourcing site invited young people (aged 15–24) to participate in an anonymous, online survey containing 21 mandatory questions. Participation was voluntary. The online survey was setup on the University of Western Sydney Social Volunteer Portal – a survey platform created and hosted by the Urban Research Centre. This was used to give full control over the user interface and to allow for the addition of videos and backgrounds to stimulate engagement with the survey and to prompt continued engagement with the complex content. Many of the questions were mandatory to encourage high quality responses and to impede potential automation of response generation from single individuals.

The youth crowdsourcing survey utilised a Likert scale of analysis. Categorical questions were analysed, summarising counts of responses in each category. Maps were created using QGIS 'heatmap' (an open source geographic information system to analyse geo-spatial information). Qualitative results were summarised as counts of individual word occurrence in the concatenated responses as a word-cloud in Voyant Tools – a web-based analysis environment for digital texts.

A total of 279 responses were recorded (271 of which were from young people within the target age range).

2.3 Data analysis

Categorical questions were analysed summarising counts of responses in each category. Maps were created using QGIS 'heatmap'. Qualitative results were summarised as counts of individual word occurrence in the concatenated responses as a word-cloud in Voyant Tools.

Note: Data analysis for Sections 1 and 2 was conducted on a subset group of respondents due to a technical issue in the online data collection phase.

The data was then triangulated with other components of the research to validate the findings from Part C.

2.4 Limitations

One effort to ensure data quality was to make the responses to questions one through four, 'lock' after the first two pages were completed. However, a technical error was made in this process, which led to the questions being locked from submission to the database. This information for 218 participants (from questions 1–4) was lost and has meant that the responses cannot be described fully across the whole data-set by age, by language, by presence of disability, by Indigenous identity, or by perceived level of understanding about cyberbullying. As soon as this error became apparent, the fields for the first four questions were unlocked. This has provided an additional sub-set group of data based upon questions 1–4.

In an anonymous online survey people may lie about their age. Of the 279 completed surveys, 8 of them were either under or over the age limit (visible from either age data received once the demographics/first 4 questions were unlocked – or by the date of birth information requested in the option to be contacted for future research). The data from the respondents outside of the age-range will not be incorporated into the analysis.

In addition, the Likert Scale of survey analysis has a bias to central tendencies because subjects tend to avoid extremes. It also tends to have an acquiescence bias because subjects tend to agree with certain phrasings. We sought to avoid this by phrasing questions neutrally. There is also potential for a social desirability bias; that is, since we are saying how much do you know about cyberbullying, some participants may provide answers, which present themselves favourably.

3. Findings from youth survey

The findings detailed in this section have been organised under the following headings and align with the survey instrument to facilitate readability. Text-based responses have also been included to further illustrate points of views or themes:

- Section 1: About you
- Section 2: Cyberbullying – what do you know about it?
- Section 3: How to deal with cyberbullying
- Section 4: A potential new, simplified cyberbullying offence
- Section 5: A new civil enforcement regime
- Section 6: Where should young people be able to find information about cyberbullying?
- Section 7: Which approach would have the most impact?

3.1 Demographics

Participants were invited to provide brief demographic details about themselves, specifically regarding their age, gender, if they had a disability, spoke a language other than English and whether they were Aboriginal/Torres Strait Islander (question 1). Due to a technical error, the data for this question only represents a sub-set group of participants (n=53) of the total number of respondents (N=271).

Key demographics, based on sub-set sample characteristics, are:

- The majority of respondents from the subset sample are:
 - From the Eastern Sea-board
 - Aged 15 or 16 years (81%)
 - Female (79%)
- 4 per cent indicated they had a disability
- 15 per cent spoke a language other than English
- 8 per cent identified as either Aboriginal and/or Torres Strait Islander

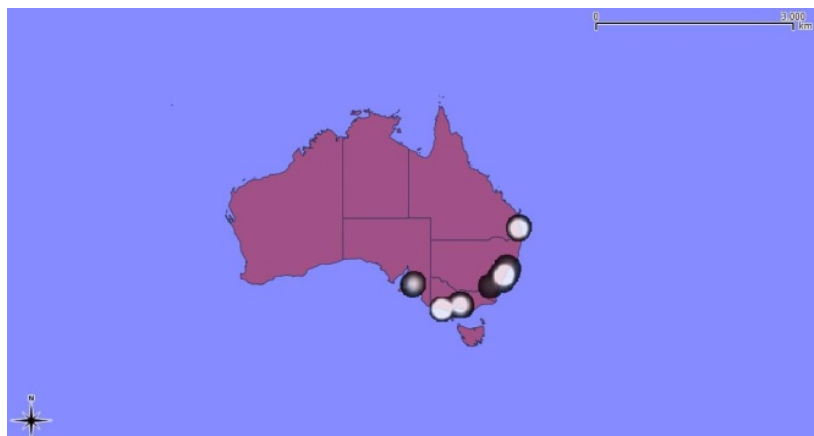


Figure 1 Geographic spread of subset sample (n=53)

The map above (Figure 1) indicates the location of the sub-set group of respondents (n=53) and was created from the postcodes provided by participants. The map highlights the geographical spread of the sample is mainly from the Eastern Seaboard. While this map does not represent the total sample of respondents (n=271), it does indicate that the campaign did not draw many respondents from rural and remote Australia.

3.2 Cyberbullying what do you know about it?

Young people identified cyberbullying as:

- That the intent to cause hurt was a key characteristic of cyberbullying
- That the combination of intent and an online medium were core components of cyberbullying
- That cyberbullying can cause distress
- The anonymous nature of cyberbullying: in particular that the online medium by its very nature can conceal and protect the identity of a cyberbully
- That half of the respondents felt they had a good or very good understanding about the current consequences for young people (under the age of 18) who cyberbully
- Approximately two thirds of young people considered cyberbullying to be an offence under existing laws

Question 2: How would you describe cyberbullying?

In open text responses (n=53) a range of descriptions highlighted the online medium, intent, distress and anonymity were key characteristics of cyberbullying behaviour.

A key theme from respondents' descriptions of cyberbullying was reference to the online medium where bullying occurred. Many respondents highlighted how bullying behaviour was mediated via online technologies and platforms. Examples included: Internet, Facebook, mobile phones, electrical communication device, technological devices, social media/network sites, plus other websites.

Many respondents also described the intent to cause hurt as another characteristic of cyberbullying. The following illustrates one example:

Something written or shown to someone (group or individual) that is said with the purpose of hurting the person's ego, feelings or physical/mental state

The combination of intent and online medium was a major theme. For instance:

I would describe it as a form of bullying that occurs through the use of technological devices. It can be extremely hurtful to others and can cause others to develop lots of mental problems. Even lead to suicide.

Discrimination, harassment or any form of derogatory victimisation being displayed publically or privately against an individual or group online.

The distress that cyberbullying can cause was also apparent in some responses:

It can be extremely hurtful to others

Making somebody's life unbearable

Some respondents also described the anonymity of cyberbullying:

A cop out so that you can bully someone without seeing them

The bully can feel safe, protected due to the anonymity.

These comments highlight the complex interplay of intent, online medium, distress and anonymity, which characterise cyberbullying from young people's perspectives.

Question 3: What level of understanding do you have about the current consequences for young people (under the age of 18) who cyberbully?

Table 1 Understanding of current consequences of cyberbullying by youth subset sample

	Total % (n=53)			
What level of understanding do you have about the current consequences for young people (under the age of 18) who cyberbully?	Limited or little understanding	Some understanding	A good understanding	Very good understanding
	15	36	34	15

With approximately half of respondents indicating they only had some or limited understanding, there is opportunity for information and education campaigns for young people to raise awareness of the current consequences.

Question 4: Do you think that cyberbullying can currently be considered an offence under any existing criminal laws?

Results show that a majority of this subset group (68%, n=36) do think that cyberbullying currently can be considered an offence under existing laws.

Interpretations should consider the acquiescence bias, which could have potentially impacted on the response patterns in this item. A further 19% (n=10) were unsure and 13% (n=10) did not think that cyberbullying could be considered an offence under existing criminal laws.

Optional responses to Question 4 provided further insights into young people's understanding of current laws relevant to cyberbullying. For instance, a few respondents commented how threats and pornographic photos were considered illegal. Others highlighted that getting into trouble with the police, going to 'juvie', getting arrested, going to jail – and facing a fine were possible consequences of current laws.

While a majority of the subset group do believe cyberbullying is an offence under existing criminal laws, there were still a proportion of young people who are not aware, or unclear if cyberbullying can currently be considered an offence under existing criminal laws:

I'm not completely sure about this but I think stalking can be considered cyberbullying as it is an offence to the person and is considered harassment. I also believe child pornography has a part in cyberbullying. I'm not so sure about any other current laws relevant.

I have absolutely no clue in regards to cyberbullying and the law.

Please note: data analysis from this section onwards, that is, Section 3 to Section 6 is based upon 271 respondents. Figure 2 details the location of participants (N=271)

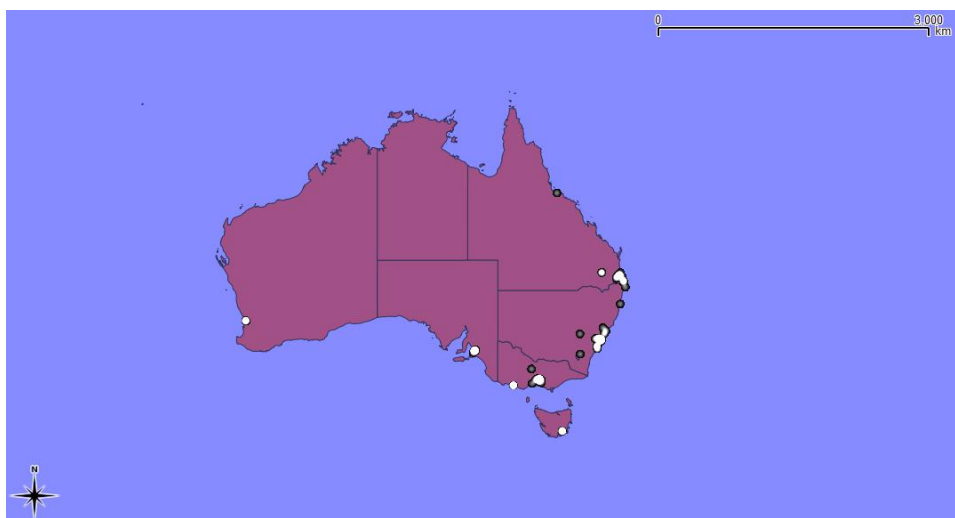


Figure 2 Approximate location of total youth sample (N=271)

Results indicate the location of participants (N=271) were mainly from Eastern Seaboard city locations. Location data was rescued from the Internet Protocol address of the computers that the survey was completed on. This is lower accuracy location information and it depends on the 'geoip' database that the address is checked against. Some of the Internet Protocol addresses are also the result of a proxy to a different machine potentially in a different city. Two databases were sourced for this database, Maxmind cities and Freegeoip. Combining these it was possible to get details of the city that the respondent completed the survey. This is not the location that they identify as home or work. This gives an approximate map of the locations of respondents.

3.3 How to deal with cyberbullying?

This section explored young people's awareness of current laws related to cyberbullying, their attitudes towards current penalties and their thoughts about

amending current laws to specifically mention cyberbullying. Approximately three quarters of respondents:

- Did not feel that young people knew enough about the current laws relevant to cyberbullying
- Felt that the current penalties, including the possibility of a criminal record and going to a juvenile detention centre ('juvie'), are appropriate for discouraging young people from cyberbullying
 - While there were indications of clear discouragement, there was also a diversity of expressions indicating the penalties were too harsh or would have no effect due to a lack of awareness and severity.
- Felt that amending current laws to specifically mention cyberbullying would more effectively discourage young people from cyberbullying
 - While there were indications that this would be due to an increase in clarity and repercussions, negative responses highlight how it would still not change the behaviour of bullies.
- Schools and social media could help to improve young people's understanding of the current laws.

Table 2 Attitudes towards current penalties and laws by total youth sample

	n	Yes %	No %
Question 5: Do you think that young people know enough about the current laws relevant to cyberbullying?	271	21	79
Question 6: Do you think the current penalties, including the possibility of a criminal record and going to a juvenile detention centre ('juvie'), are appropriate for discouraging young people from cyberbullying?	271	70	30
Question 7: If the current laws did refer specifically to cyberbullying, would they more effectively discourage young people from cyberbullying?	271	77	23

Responses, which elaborated on Question 6, indicated a wide range of differing perspectives about the capacity of current penalties to discourage young people from cyberbullying. For example, one respondent described how the current penalties would clearly discourage young people from cyberbullying:

It will help reinforce the message that cyber bullying is dangerous and it will mean that people will be more afraid and aware of the consequences involved.

Other comments indicated that current penalties would not discourage young people from cyberbullying, because of a lack of awareness:

The penalties feel irrelevant because I've not heard of anyone getting convicted or actually penalised for cyber bullying. People will think they can get away with it (because they can, pretty much).

Thoughts expressed about the current penalties showed some respondents thought they were either too harsh or too lenient. Two respondents highlighted that while current penalties would discourage young people from cyberbullying, they still need to be modified. For example:

They are appropriate for discouragement, but are far too harsh. They need to be rethought, simplified and toned down.

They're far too strict, to the extent that they feel outlandish. Nobody feels threatened by something outlandish.

In contrast to this, one respondent commented on the lack of severity regarding current penalties:

Personally I think they should be more harsh and we should consider a name and shame policy.

Responses, which elaborated on Question 7, indicated that if the laws related specifically to cyberbullying they would more effectively discourage young people from cyberbullying. As one respondent described:

Yes, because I think it would give cyber bullies more of a reason to stop their online harassment for fear of the applied consequences.

Conversely, another respondent strongly expressed their view that any such change would have no impact:

No matter what, people will still be bullies and cyberbully. Even if they know the laws and penalties.

The word-cloud (Figure 3) was created from participants' comments (n=210), which elaborated on Question 5.

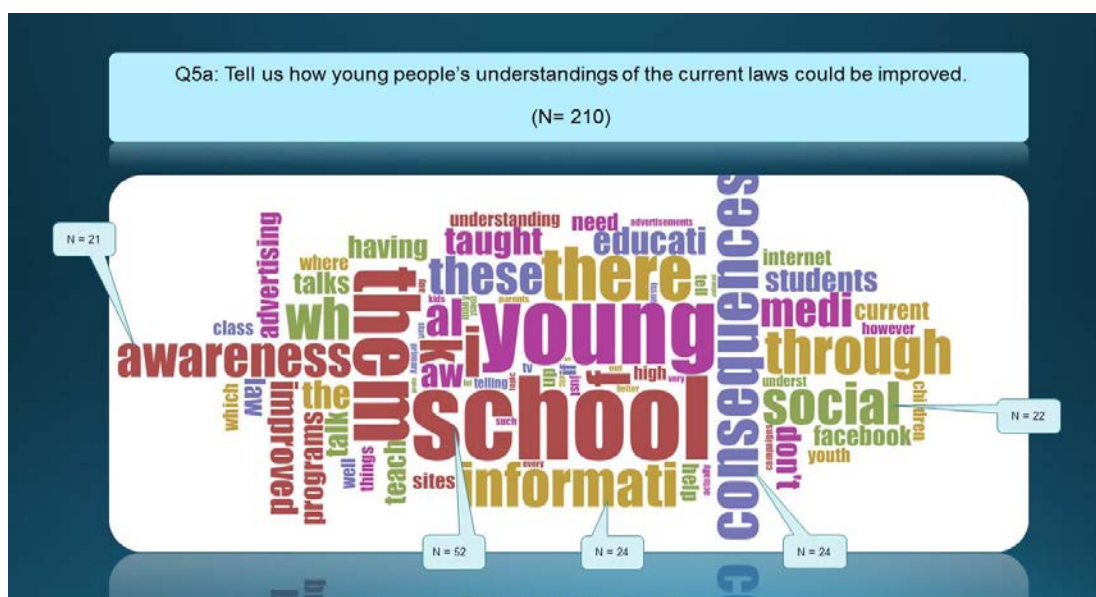


Figure 3 Improving young people's understanding of current laws

The most popular response as to how young people's understandings of the current laws could be improved was via school. While the context of school was common to many responses, the format of increasing understandings highlighted a variety of strategies, including: posters, workshops, syllabus, brochures, health class, assemblies and awareness programs. Guest speakers were also viewed as a good way to raise awareness e.g. cyberbullying experts, researchers, police officer, youth spokesperson, education minister, local Member of Parliament.

Sharing information in a social context also emerged as a theme. For example, the role of advertising and social media was highlighted as an avenue for improving young people's understandings of the current laws. Creative ideas about how to package and present this information to young people included:

Modernize the way that we advertise it, turn it into an app or create a competition on telling people the laws against cyber-bullying.

A social media campaign: young people are online a lot of the time and notice these sorts of things. YouTube ads perhaps as many young people watch videos now.

One respondent also highlight the need for 'youth targeted media' to speak about the current laws and consequences of cyberbullying e.g. shows like Hack (triple j) and The Project (Channel 10) – plus social media campaigns (Facebook, Twitter, Instagram, etc.)

A few respondents also highlighted the role of social media platforms in highlighting the legal consequences of cyberbullying. For instance:

Use banners on Facebook/social media sites reminding us of the laws.

One respondent suggested the need for multiple types of information to be more prominent in online platforms:

Whenever you are on the Internet, have something you can click that tells you the laws and what you can do if you are being cyberbullied.

The importance of raising awareness of not only what constitutes cyberbullying, but of the consequences as well was also raised. One respondent clearly described the greater clarity that is required:

Make the laws clearer and educate young people about what constitutes bullying – most of the time I don't think bullies realise that they are bullying others.

A need to focus upon the consequences was a common theme among some respondents' comments:

Tell us the laws straight up, what they are and the consequences of breaking them.

The role of school and social media in improving young people's understandings of the current laws emerged as common themes. Significant was the diverse ways this could be communicated across both school and social media contexts. Also notable was the focus upon the need to raise awareness about the consequences of cyberbullying so as to enhance understandings.

3.4 A new, simplified cyberbullying offence

This section asked young people for their thoughts about a potential new, simplified cyberbullying offence. Responses showed that:

- Whilst 58% felt that a new, simplified cyberbullying offence would discourage young people from cyberbullying, 30% were unsure
- The type of incident, its impact on the victim as well as any previous offences should be information that influences the level and type of penalty handed out
- Other considerations in determining level and type of penalty including group attacks and 'away from keyboard' incidences
- Whilst community service featured strongly as a suitable penalty for young people who cyberbully, others highlighted a suite of penalties they felt were appropriate ranging from minor to major penalties, which included 'juvie', fines, confiscating electronic devices, banning from social media
- Some respondents felt that penalties such as fines did not address the cyberbullying behaviour

Question 8: Do you think that a new, simplified cyberbullying offence would discourage young people from cyberbullying?

Analysis revealed that the majority of respondents (58%, n=158) felt that a new simplified cyberbullying offence would discourage young people from cyberbullying. 12% (n=33) did not feel this would be the case and 30% (n=80) indicated they were unsure.

Question 10: What information do you think should influence the type of penalty handed out if a new, simplified cyberbullying law for under 18s was introduced?

Table 3 Youth perspectives on what influences the type and level of penalty for cyberbullying

	n	%
Age of cyberbully	160	59
Incident type	230	85
Impact on victim	210	77
Age of victim	130	48
Previous offence	197	73

Note that an acquiescence bias could affect the result due to the nature of the question.

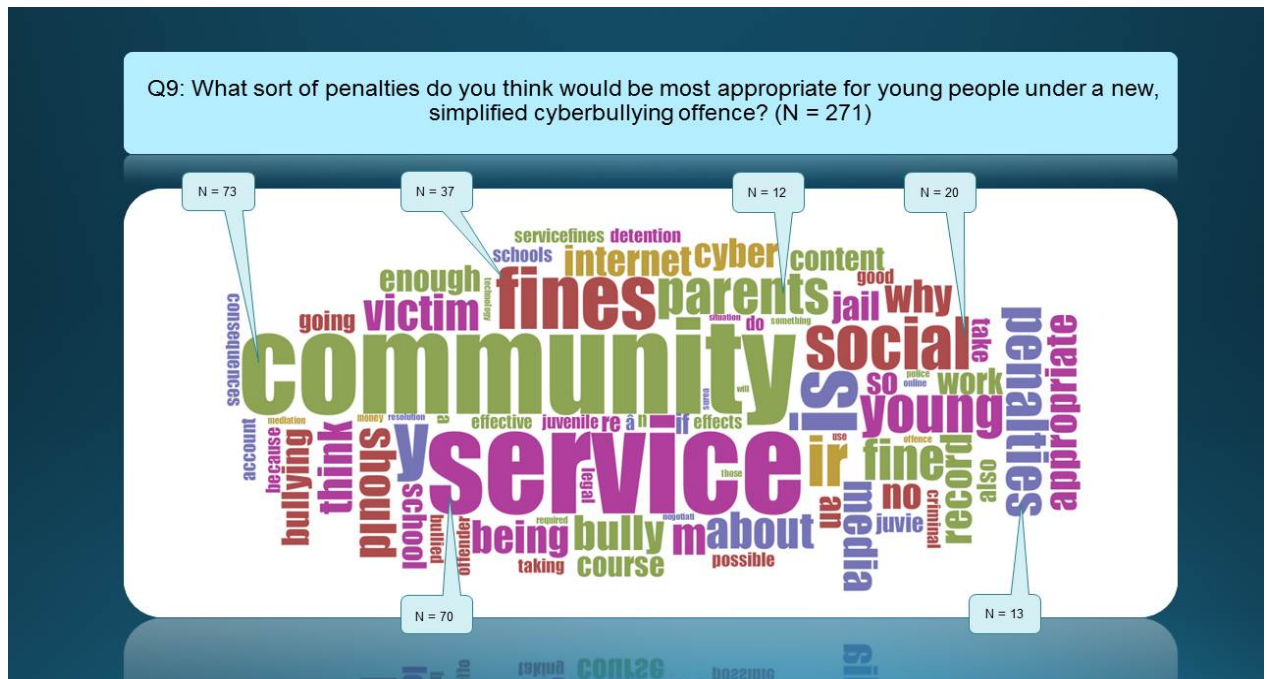
Other information elaborating on Question 10 indicated the need to take into account the background of the perpetrator, e.g. whether they are struggling with depression, other mental or medical disorders, family issues, peer pressure. Another respondent articulated how group cyberbullying also needs to be considered:

A group attack should result in harsher punishments for the entire group.

The need to address the blurred boundaries of online and offline bullying was also articulated by another respondent:

Take into account AFK (away from keyboard) incidences.

The word-cloud (Figure 4) represents a synthesis of the sort of penalties young people think would be appropriate for young people under a new, simplified cyberbullying offence in this open answer question.



The role of community service was prominent in many participants' responses with the purpose of promoting positive behaviour. Another response foregrounds the educative aspects of community service:

I think a community based program that puts them in contact with others who are experiencing difficulties. I don't see how jail time is going to, upon completion of their sentence, make them a better person.

Many respondents suggested multiple types of penalties, including: 'juvie', counselling sessions, volunteering, written apology, and behavioural rehabilitation program – with community service featuring prominently in the range suggested. The spectrum of possible penalties given indicates that, while community service was a very popular response, no singular penalty can address the complex range of contexts of cyberbullying behaviour.

Some respondents highlighted that the severity of the case, or offence, should influence the type of penalty enforced. Some respondents suggested a suite of minor to major penalties, indicating that the selection of a penalty needed to reflect the degree of the cyberbullying behaviour. Suspending internet access was suggested by one respondent as an appropriate penalty at one end of the penalty spectrum, with jail time deemed appropriate 'for repeated offences'.

The history and persistence of the perpetrator's behaviour was also highlighted as a factor to consider. Responses highlighted that the choice of penalty should reflect the severity of the cyberbullying case and the history of the perpetrator.

A warning, then a fine, then a criminal record if they keep doing it.

Fines featured strongly as appropriate penalties by some respondents, with suggested fines ranging from \$100 to \$5000. Notably, fines were often suggested in conjunction with other penalties such as community service or the possibility of going to a juvenile detention centre. Conversely however, some respondents indicated that fines did not address the cyberbullying behaviour, as one respondent describes:

Don't take their money, rather their time, take the time to teach them to respect other people.

This supports earlier comments that suggest there is no singular, appropriate penalty for cyberbullying behaviour. Other penalties suggested by some respondents included confiscating electronic devices, or banning them from social media. One respondent suggested monitoring:

Maybe have a tracker on social networking sites; however, people may say this is a privacy invasion.

These responses highlight the potential role of social media sites in contributing to how penalties are negotiated and distributed to address cyberbullying behaviour.

Keeping a record of cyberbullying behaviour was also suggested by a number of respondents; the keeping of such a record ranged from 'name recorded', 'offenders list' to 'juvenile criminal record' and 'criminal record'.

3.5 A new civil enforcement regime

This section explores young people's perspectives on a new civil enforcement regime. Survey participants revealed that:

- The majority of young people support the introduction of a new CER
- There were mixed responses with regard to whether or not a CER would discourage young people from cyberbullying, with both limitations and benefits highlighted in text based responses
- 'Community service' featured prominently as a suitable penalty within a CER, however other penalty suggestions were also mentioned, including: warning and education from the police, fines, a meeting with the parents of the bully and apologies
- Consideration of the seriousness of the offence was suggested when determining the penalty
- Support for both the victim and perpetrator was also highlighted
- Benefits of a CER included the availability of a range of options within the regime to respond to cyberbullying, the potential to provide closure and reassurance, and providing a more restorative less punitive option whilst still providing the likelihood of a more immediate response to an incident

- Respondents suggested a range of services a CER could offer, which included: counselling, support groups, education, rehabilitation, immediate call lines, support in schools, guidance and help about the issue, mediation, dispute resolution and negotiation.

Table 4 Attitudes towards a new civil enforcement regime by total youth sample

	n	Yes %	No %	Unsure %
Question 11: Do you think a new CER should be introduced which applies to young people under the age of 18 years who cyberbully?	271	61	14	25
Question 12: Do you think that the introduction of a CER would discourage young people from cyberbullying?	271	42	21	37

Responses, which elaborated on Question 11 and 12, highlighted the CER's potential capacity to promote a wide range of benefits. For example, its immediate action and educative aims, potential to foster feelings of safety, promote prevention and reduce the criminalisation of young people.

Some respondents however highlighted concerns about its potential limits, including its capacity to discourage cyberbullying behaviour because bullies would not take a CER seriously. Others viewed the CER as being too lenient, whilst some respondents raised concerns about the uncertainty of the effect of introducing a CER.

One respondent articulated the need to raise awareness about the CER:

It definitely won't discourage young people if they don't know it exists, there needs to be more awareness about the laws behind cyberbullying. If the parent is forced to pay the fine, the child may think "it's my parents' money, not mine, who cares?"

Question 13 asked what sort of penalties would be appropriate under a CER for young people (aged under 18) who cyberbully. 'Community service' once again featured prominently as a suitable penalty, it was however, often described alongside other penalty suggestions including warning and education from the police; fines, a meeting with the parents of the bully and apologies.

Some of the appropriate penalties expressed for young people (under 18) under a CER are reflected in the keywords of the following word-cloud (Figure 5):

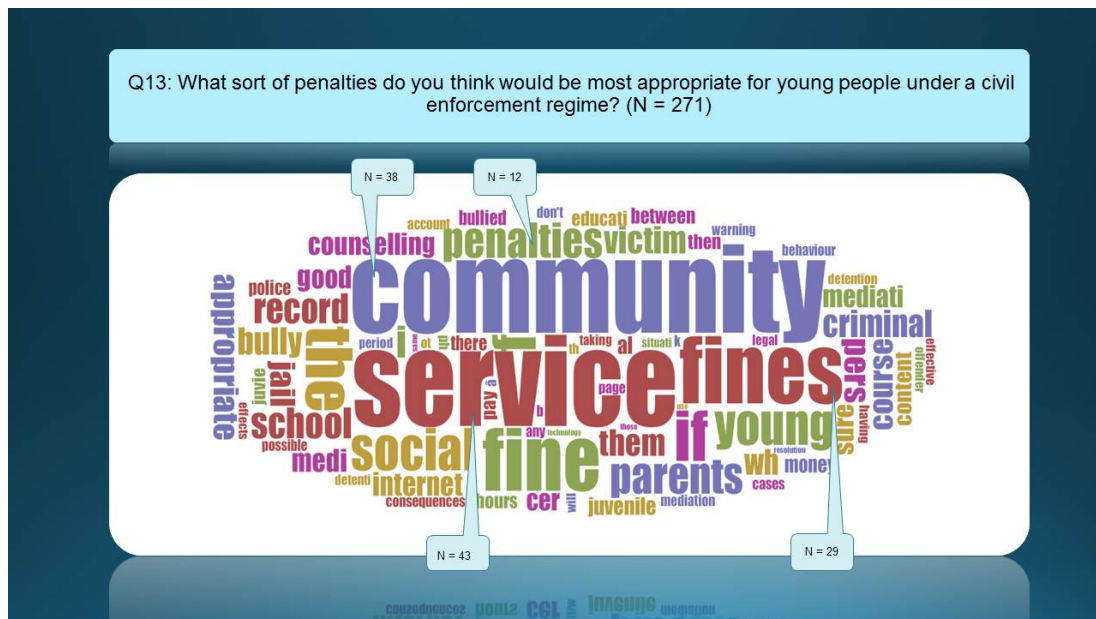


Figure 5 Appropriate penalties for young people under a CER

The range of penalties described by respondents reinforces the theme that there is no singular penalty, which can neatly be applied to cyberbullying offences. Similarly, some respondents highlighted the selection of an appropriate penalty in relation to the gravity of the offence.

There was a concern by one respondent about the impact of a CER upon severe cyberbullying situations, for example:

I think the CER is possibly too lenient, it may work for less serious cases.

Interestingly, the role of multiple agencies/people in the design and implementation of appropriate penalties was articulated. One respondent stated how:

It's got to be something that involves the school, parents and ongoing education.

Another respondent reinforces this multidimensional approach:

I think there needs to be a range of options negotiated amongst the victim, parents of the offender and schools.

This highlights how alongside the range of penalties required to address cyberbullying offences, there is also a range of people and agencies who should be involved in selecting and implementing appropriate penalties.

Respondents described both the advantages and disadvantages of fines/infringement notices as a penalty. A number of respondents indicated that fines were appropriate and often suggested alongside other penalties, including, community service, 'juvie', expulsion from school, and some sort of record.

However, the potential limitations of such notices were strongly expressed by one respondent:

NOT PAYING A FINE. This money will usually come from the offender's parents and will not target the root of the problem.

Some respondents suggested ways of supporting the victim and educating the perpetrator, thereby highlighting the need for proactive strategies alongside reactive measures. Some respondents suggested positive reinforcement such as mediation, counselling, educational courses – and having to meet, talk and apologise to the victim.

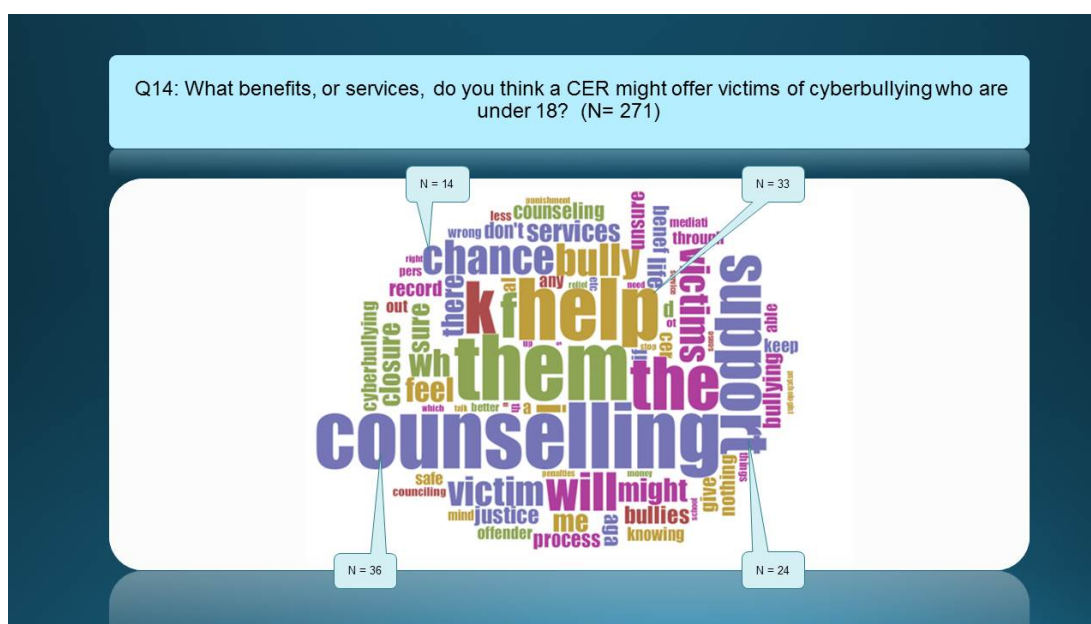


Figure 6 Benefits or services of a CER for victims

In Question 14, respondents were asked about the range of benefits, or services, a CER might offer victims of cyberbullying. Responses included the availability of diverse options within the regime, providing closure and reassurance, engendering feelings of safety and happiness, restorative aspects, as well as being less punitive and providing a more immediate response for the victim, with less likelihood for the need of court action.

Services suggested by respondents included: counselling, support groups, education, rehabilitation, immediate call lines, support in schools, guidance and help about the issue, mediation, dispute resolution and negotiation.

The potentially quick deletion of harmful content was also highlighted by some respondents as a benefit of a CER, as were the restorative aspects of a CER. For example, its benefits for both the victim and perpetrator were described as:

A second chance.

Time, healing and a chance for the bully to hear how the experience felt.

Hope and a new start.

Respondents commented on the benefits of a CER as a less punitive and more immediate approach. For example,

I consider the benefits of a CER to be that there would be less people with criminal records and that victims will be able to find relief from their incident sooner.

They [victims] would be more willing to seek help from their parents and the police knowing that they are not going to completely ruin someone's life by speaking up.

One respondent also commented that it would reduce the pressure on the legal system.

Some respondents highlighted concerns about the introduction of a CER, particularly about its impact and scope:

I think that the CER, although having the right intentions, could possibly cause the victims of bullying more distress.

Another respondent highlighted that the benefits and services of a CER were already being addressed by another, existing strategy:

Nothing more than the current system with youth justice conferencing will achieve.

These concerns highlight the need to carefully assess the potential processes of a CER, both its impact upon the young people who will be involved, as well as its relationship (or potential duplication) with other services.

3.6 Where should young people be able to find information about cyberbullying?

This section asked young people about the type of information which should be incorporated in an information campaign and what would be the most effective way to deliver this information.

Young people said:

- Best places to connect young people with information and help about cyberbullying were:
 - school
 - social-media campaigns
 - television
 - social media websites

- friends
- No single way to engage with young people, as such a diverse approach is required
- A focus on the consequences of cyberbullying, and what constitutes cyberbullying is needed
- The diversity of consequences needs to be communicated
- There is a need for building a common language around cyberbullying
- There are a variety of ways in which school and social media could help deliver campaigns

Question 15 Where are the best places to connect young people with information and help about cyberbullying?

Table 5 Avenues for delivery of cyberbullying information by total youth sample

Category	%	n
School	88	238
Government website	20	53
Police	42	114
Health websites	32	86
Social campaigns	63	170
Television	60	163
Parents	49	132
Friends	58	156
Blogs	25	68
Chat sites	20	53
Print media	23	63
Social media websites	59	160
Other	9	25

One respondent articulated the advantages of the school context to communicate information about cyberbullying in the following comment:

Having information about cyberbullying come from less-authoritative sources may increase young people's comfort at absorbing information and improve their learning. School is also a good place to begin discussion because young people spend a lot of time at school and most, if not all, of their friends are there. Giving them the chance to discuss with peers, the people who are most likely to cyberbully them would also be beneficial to the education process.

Interestingly, while social-media campaigns ranked highly, one respondent highlighted that this forum doesn't necessarily resonate with, or engage, all young people:

Blogs/social media are terrible places to discuss cyber bullying as that freedom of discussion is there and a child can ignore the messages (i.e. delete the page with the information in a click). Government website, mental health sites etc. and things like the print media and police are simply not appealing at all and kids will seldom come into contact with these places. Parents and the school can bring certain results due to the nature of the presenting of the information and the availability present.

Responses reinforce the need to promote information through a wide variety of channels, as strategies need to be diverse so as to engage as many young people as possible.

The continued prominence of television is captured in the results. Also, the influence of peers (as well as the inconsistent power of parents to influence behaviour) was highlighted by one respondent: 'Kids listen to their friends about bullying but when parents talk to us about it, it seems like they're nagging us'. This highlights the value and importance of friendship groups as places to circulate information and help about cyberbullying.

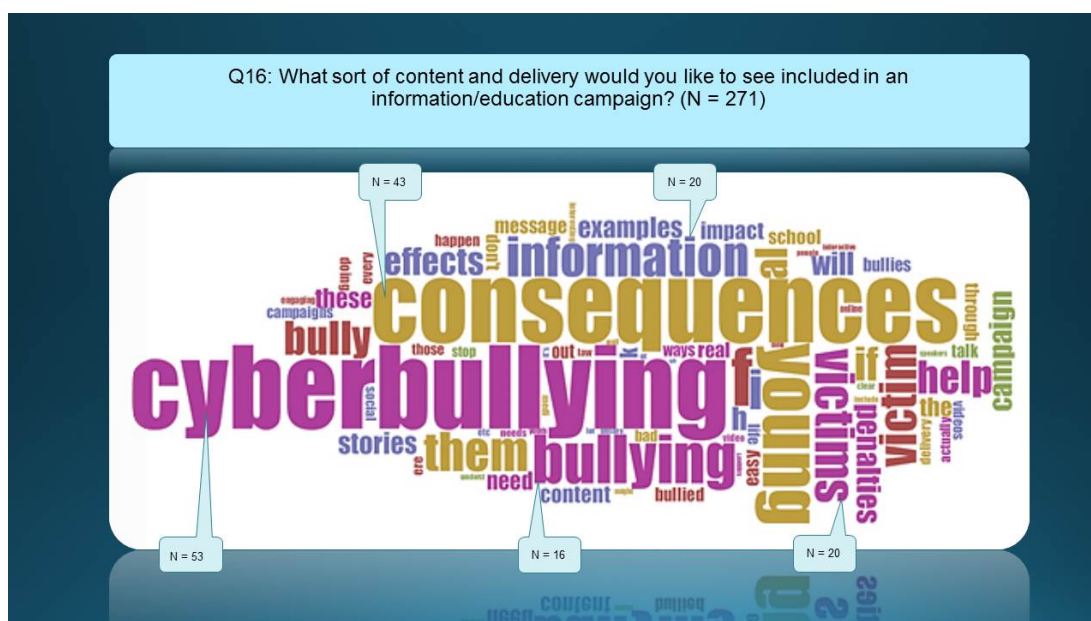


Figure 7 Proposed content for an information/education campaign

In the survey, some background information about an information/education campaign was provided. The word-cloud (Figure 7) reflects the prominence of keywords for content such as ‘cyberbullying’ and ‘consequences’ – with ‘information’, ‘bullying’ and ‘victims’ emerging in the background as common suggestions for delivery. The prominence of these themes from the word-cloud

reflects the type of content young people would like to see included in an information/education campaign: more clarity about cyberbullying, its consequences, more information about how to be proactive – plus consideration of both victim and bully perspectives.

Many respondents felt that the content focus of an information/education campaign should be on the 'consequences' of cyberbullying. The impact on the victim was also highlighted as being important content.

Importantly, the need to show the broader interpersonal repercussions in any information/education campaign was suggested by another respondent:

The harm it does to people not just the victims but also the direct family and friends.

Another suggestion was content, which gave clear parameters and avenues of support:

What you have to do to get into trouble and support for those who have been cyber bullied.

A common response regarding content was the need for more clarity and definition around the issue of cyberbullying. Other respondents indicated the need to foster common understandings about cyberbullying.

These comments indicate that there are still gaps in how cyberbullying is communicated and understood; respondents highlighted how the content of an information/education campaign can help promote more unified understandings of cyberbullying.

Responses suggested that content needed to present proactive strategies and authentic content, which would need to strongly resonate with young people. Suggestions included the use of narratives, true stories or examples:

Something both shockingly real, motivational and relatable, flyers, facts, videos, that relate to the viewer and have a clear message of action.

More ideas about the content of information/education campaigns related to the promotion of tools and behaviours to recognise and address cyberbullying. For example:

How to ignore it and other stuff you can do to not feed the bully or give them a chance.

These comments highlight how content in an information/education campaign should span both reactive and proactive ways of dealing with cyberbullying

Social media emerged as a common way young people sought to have such information/education campaigns delivered.

One idea described was a series of short YouTube videos.

I believe videos is a necessity. Maybe a series of YouTube videos that cover each point of the new system may be useful. It is preferred than one long video. Also it may be useful to have info fact sheets online that young people and the public can click via the video clip for further reading. I think these fact sheets need to be youth friendly and have appropriate language. I also think they should exist in a separate website specifically designed around this cyberbullying campaign as opposed to the state of federal legislation sites.

The suggestion from many respondents about social media as a mode of delivery reflects the prominent role online platforms can play in the delivery of future information/education campaigns.

Schools also emerged as a suggested way of delivery by many respondents. This highlights the importance that face-to-face strategies have in the delivery of potential information/education campaigns. One idea was to integrate and tailor the delivery to specific grades within the school and to reinforce the important messages on a regular basis.

Other examples referred to a range of events, activities and resources. For example: youth led events: “young people with the same problems visiting schools”; other visitors: “police officers going to schools educating children about cyberbullying” and resources “Brochures to be distributed at school”. Comments highlight that there is not just one strategy for delivery, but multiple approaches which should be explored.

3.7 Impact and delivery of responses

In terms of impact and delivery of responses:

- 45 per cent of respondents felt that introducing a new CER (with lesser penalties such as a fine) would have the highest impact
- Young people felt that police, school and home should be responsible for delivering responses
- A multidimensional approach is required, as not all approaches will work for all young people.
- Approximately two thirds of young people believed that:
 - social media websites should be required to comply with any Australian cyberbullying laws
 - chat sites should be required to follow Australian cyberbullying law
- Some concerns were raised about the practicalities of accountability measures.

Table 6 Impact of response options on reducing cyberbullying by total youth sample

	n	No impact %	Little impact %	Some impact %	High impact %
Change existing laws to specifically mention cyberbullying	271	5	18	48	30
Design and deliver a new information/education campaign about the legal consequences of cyberbullying	271	13	28	35	23
Keep existing laws as they are	271	24	38	31	7
Introduce a new Civil Enforcement Regime (CER) with lesser penalties such as a fine	271	4	11	41	45
Introduce a new, simplified criminal law against cyberbullying	271	4	14	46	35

Table 6 illustrates that young people generally feel that, from highest to lowest, CER (86 per cent), new simplified (81 per cent), change existing (78 per cent), information campaign (58 per cent) and keep existing laws as they are (38 per cent) will have some or high impact.

Participants were invited to provide further comments about Question 17. One respondent indicated how there is no single option, which would be the best, suggesting that a combination of responses are used.

The comments provided point to the benefits of a multidimensional approach, highlighting the transparency of reporting and accountability, which could stem from a combination of potential changes.

Question 18: Who should be responsible for delivering consequences?

Table 7 Attitudes towards responsibility for delivering consequences by total youth sample

Who should be responsible for delivering consequences	%	n
Home	50	136
School	60	162
Social websites	25	69
The Children's e-Safety Commissioner	45	121
Criminal court	45	123
Police	74	201
Other	8	23

While police, school and home were expressed as people and places that should be most responsible, other comments provided a different picture; for instance, that each of these has their own nuances and disadvantages – and might not be the best approaches for particular cases. For example, one respondent highlighted the role of police in dealing with cyberbullying incidents:

The police is a viable option, as long as it is not intimidating.

How police are trained to deal with cyberbullying incidents involving young people needs to be fully explored. Another respondent voiced that school was not the best way to deliver consequences:

NOT SCHOOL [sic], this brings the issue into your education and teachers are not the right people to be dealing with this.

Following the theme that there should be no unilateral approach to dealing with cyberbullying is the comment by this respondent:

Not to overgeneralise, but children who bully may not be in the more supportive households and their caregivers may not care enough to deliver consequences. Schools may be a better institution, but again not all schools care about bullying, and so the quality of the attention given to the issue will vary from school to school, teacher to teacher, year to year. I think the safest and most objective way is having a third party commissioner with the express purpose of e-safety to manage the issue.

This suggests a multidimensional approach is required in delivering consequences to young people for acts of cyberbullying. That is, to diversify the responsibility so that young people have greater choice and support in relation to the people and places they feel most comfortable with.

Other comments highlighted the role of parents, communities and youth-friendly services in delivering consequences to young people. For example:

May be there should be a Parent & Community committee where members of families of different backgrounds/ethnicities from the community can raise the general public's concerns about their kids and cyberbullying and they can also discuss appropriate consequences to young people who are cyberbullies. The head can be the Children's e-Safety Commissioner so that there is the connection to schools.

A more independent youth-friendly service that is also positioned to provide support to the bully (who likely will need it).

These suggestions indicate that there are more innovative combinations of delivering consequences to young people, which should be explored.

Table 8 Attitudes towards social media compliance by total youth sample

	n	Total %		
		Yes	No	Unsure
Question 19: Should social media websites comply with Australian laws	271	64	19	17
Question 20: Should compliance apply to sites with chat functions	271	63	20	17

A majority of respondents expressed the opinion that social media websites should be required to follow Australian cyberbullying laws (Table 8). Interestingly, however, the responsibility of social media websites figured low in Question 18. The value of such a monitoring and reporting process is evident in the following respondent's comment:

Yes so they can monitor what is happening I think they should to an extent. Most of these social media sites have Australian platforms or versions of the site and can easily put in place some strategies for antibullying. This can include taking offensive material off the site to dealing with complaints about bullying or to have warning placed on users that have been flagged by people too many times for posting inappropriate/harassing comments and feeds.

While many respondents did view that social media websites should be required to comply with Australian cyberbullying laws, the practicalities of applying this compliance emerged as a major theme in the optional comments of Question 19. Reticence about realistically addressing such compliance was evident in responses.

Other tensions about compliance emerged from some comments referring to the transnational nature of cyberbullying, for example:

But this will be hard to regulate if it's between an Australian and a person overseas.

These results show that while many respondents do think social media websites should be required to follow Australian cyberbullying laws, young people understand the challenges and complexity of implementing such a strategy. This highlights the need to carefully explore both the feasibility and broader repercussions of such an approach.

A majority of respondents also expressed that other sites with chat functions (including gaming sites) should be required to follow any Australian cyberbullying laws (Table 8). Some respondents described the consistency that such an approach would provide – but the care required in crafting such legislation; for example:

I think anywhere cyber bullying can occur, the laws should apply. The laws would be pointless if website didn't have to comply with laws. In saying that the laws can't be too restrictive or place too high a burden on sites.

Cyber means online and it shouldn't matter how the person was cyberbullied there should be the same consequences no matter what website they were on.

Reinforcing the importance of a consistent approach was another respondent's comment:

It should apply to absolutely any and every platform/carriage service that an individual can utilise for the purpose of bullying or threatening or intimidating another individual.

The frictions of implementing such a strategy were evident in a number of comments. One respondent highlighted:

Laws regarding this would likely infringe on civil rights, free speech and anonymity on the internet.

Another respondent commented:

There are ways to deal with the issue, and making third parties bend to Australian 'cyberbullying laws' isn't it.

While the majority view that sites (in this case with chat functions) should comply with any Australian cyberbullying laws – there are tensions relating to broader socio-cultural implications, as well as whether such accountability measures are the correct approach.

3.8 Young people's ideas and opinions

Seven themes emerged from responses to Questions 21 where participants were asked to share experiences or knowledge they thought could help us 'solve the

puzzle' of cyberbullying, young people and the law. Themes which were raised included:

- Making the social impacts of cyberbullying explicit for young people
- Don't blame the technology: The importance of understanding the behaviour of cyberbullying, rather than focus on the technology, which mediates the communication
- Let's look at behaviour – and behaviour change: Learning about respectful behaviours and developing programs that focus on positive online behaviours. Increasing awareness of people's motivations, choices and decision-making in relation to cyberbullying
- A range of diverse concerns, including: concerns related to criminalising cyberbullying, the need to be focus also on building resilience for the victim, a sense that adults are nagging without any real action, plus scepticism about a resolution to the problem through another awareness campaign or through changes to the law
- Some tips and advice, including the use of a reporting system to identify only bullies and other 'nasty characters', getting off the device, practical online strategies to empower young people
- Don't ignore the complexities and the importance of working together with young people to design solutions and ways forward
- Raising awareness, increasing support and sharing experiences to communicate the realities of cyberbullying to young people

4. Summary

When asked about their understanding of cyberbullying, young people indicated that anonymity, the online medium, and the distress caused by another's intent to hurt typified cyberbullying. Focusing on the behaviour not the technology was considered important, however, in order to effectively address and discourage cyberbullying.

With the majority of respondents indicating they felt young people were not adequately informed about the current laws relevant to cyberbullying, and varying levels of understanding and awareness about cyberbullying and law, the need to invest in information campaigns became apparent. Schools and social media were identified as appropriate avenues for distributing information to young people. This is not surprising given that these are both settings where youth are likely to spend considerable time.

A range of different strategies was suggested to meet the diverse needs of young people and to engage them in the topic in order to achieve desired reach and impact of any campaign. Responses suggested it was important that content resonate with young people through the use of genuine 'real life' examples that illustrated the consequences and social impacts of cyberbullying and which helped to build a common understanding and language around cyberbullying. What constitutes cyberbullying and strategies for dealing with cyberbullying to empower victims were also suggested inclusions in an information campaign. A proactive approach with a focus on respectful, positive online behaviours was also highlighted and suggests young people may be receptive to a holistic education program with a focus on prevention and empowerment rather than reactive or defensive strategies.

Of the response options proposed, the majority of young people felt that a CER (86 per cent) would have the highest impact on reducing cyberbullying, followed by a new simplified offence (81 per cent), change to existing law to specifically mention cyberbullying, (78 per cent) an information campaign (58 per cent) and keep existing laws as they are (38 per cent). Limitations and benefits of each option were highlighted by young people, which suggest that more than one approach may be required to effectively deter and reduce incidents of cyberbullying and to further address the cause of bullying behaviour. Some young people highlighted the need for support, for both the victim and perpetrator to help change negative online behaviours. Responses also suggested that the implementation phase of any proposed option needed to take into consideration ways of connecting with young people, some of who potentially could be sceptical about the effectiveness of the option in achieving desired outcomes or positive resolutions. Working closely with young people could provide one way to address this dilemma.

With regard to penalties, the majority of young people felt that current penalties were appropriate and suggested that police, school and home should be responsible for delivering responses. The majority of young people also indicated that social media

and chat websites should be required to comply with any Australian cyberbullying laws but there were concerns raised about the practicalities of managing such requirements.

Examination of text based responses further revealed a range of other suitable penalties including community service, which featured prominently, and other suggested penalties included banning social media use and fines. Whilst some young people did raise concerns about the severity or leniency of current penalties and criminalising young people under 18 years who cyberbully, the type of incident, the impact on the victim and previous offences were identified as important considerations when enforcing a penalty. Others suggested that group versus individual attacks should be considered as should any 'away from keyboard' incidences. This finding suggests that cyberbullying should be considered within broader notions of bullying and within broader patterns of behaviour and not limited to those that occur only in an online context.

5 Youth Crowdsourcing: Digital jigsaw online survey – Cyberbullying, young people and the law

Online Participant Information

Can you help solve the puzzle of cyberbullying, young people and the law?

This online survey is designed to explore young people's ideas and opinions about cyberbullying and the law in Australia. The internet and social media are rapidly changing how we interact and communicate with each other in both positive and negative ways. How new technologies, young people's practices and legal frameworks all interrelate is a bit like trying to solve a jigsaw, or crossword puzzle ... Let's work together to see how all these complex pieces can better fit together!

This research will help the Australian Commonwealth Government enhance online safety for youth (under 18). By answering the twenty-one survey questions, you will help us better understand young people's views about cyberbullying and the law. There are no right or wrong answers. This is your chance to let us know what you think and we value your honest views and opinions.

The focus of this survey is about cyberbullying of and by Australian minors (persons under 18 at the time of the cyberbullying). It refers to a cyberbullying incident or incidents in which:

An Australian young person (under 18) is the victim of cyberbullying; and/or

An Australian young person (under 18) is the cyberbully.

The survey will take 30 minutes to complete and your responses will be kept strictly confidential (only the researchers will see your answers). Your participation is completely voluntary and you have the right to stop at any stage.

This online survey has ethics approval and has been developed by researchers from the Social Policy Research Centre of the University of New South Wales, the Young and Well Cooperative Research Centre, University of South Australia and the University of Western Sydney. If you have any ethical concerns about the project or questions about your rights as a participant please contact the Ethics Secretariat at the University of New South Wales, Tel: +61 2 9385 4234; Email ethics.sec@unsw.edu.au Ref 9_14_006.

Share with us what you think by completing the online survey now!

I have read the Online Participant Information

I am aged between 15 and 24 years old

I currently live in Australia

I agree to participate in this study

I do not agree to participate in this study

Online survey – Section 1

Thank you for agreeing to participate in the Digital Jigsaw Online Survey!

Q1 Please provide some details about yourself:

- Age
- Gender (options: male, female, other, would rather not say)
- Which state/territory do you live in [Vic/NSW/QLD/SA/WA/TAS/NT/ACT]
- Location (Postcode)
- Do you identify as being of Aboriginal and/or Torres Strait Islander origin? Y/N
- Do you have a disability Y/N
- What language/s do you speak at home? [textbox]

Online survey – Section 2 (Cyberbullying – what do you know about it?) - Video

Q2 How would you describe cyberbullying? [Textbox]

Q3 What level of understanding do you have about the current consequences for young people (under the age of 18) who cyberbully?

- Limited or little understanding
- Some understanding
- A good understanding
- Very good understanding

3a) Any further comments (optional) [textbox]

Q4: Do you think that cyberbullying can currently be considered an offence under any existing criminal laws?

- Yes (1)

- No (2)
- Unsure (3)

4a. Please tell us what you know about any current laws relevant to cyberbullying (optional) [textbox]

Online survey – Section 3 (How to deal with it? CB = #crime?) - Video

Please read the information below (about current laws) before answering the next question.

Some current laws that can apply to cyberbullying: There are some current laws at both the Commonwealth level and at the state and territory level that can be applied to young people (under the age of 18) who cyberbully.

For example, under the Commonwealth Criminal Code Act 1995, if a young person used a 'carriage service':

- to make a threat to harm or kill a person –penalties of up to 10 years in prison can apply.
- to menace, harass or cause offence –penalties of up to 3 years in prison can apply.

State and territory laws covering harassment, intimidation and making threats can be applied to cyberbullying behaviours.

Commonwealth and state/territory laws have been used already to respond to cyberbullies who are under 18 years old. Sometimes this results in criminal action. For other cyberbullying incidents, young people are given a warning, their parents and school becomes involved, or they are made to not continue the behaviour in another way (e.g. there is an Apprehended Violence Order put in place so the offender isn't allowed to contact the victim).

There are a range of potential reasons that the current cyberbullying laws are not appropriate for reducing cyberbullying and punishing cyberbullies. These can include:

- The laws are too general and do not specifically mention cyberbullying
- The laws use language that young people may not understand (e.g. 'use of a carriage service to harass' means 'using your mobile phone or the internet to harass')
- The size of the maximum penalty could be considered too large for charging some cyberbullying cases, especially for charging teenagers or punishing children

- Young people might not know that there are current laws that apply to cyberbullying.

Q5 Do you think that young people know enough about the current laws relevant to cyberbullying?

- Yes (1)
- No (2)

5a. If no, please tell us how young people's understanding of the current laws could be improved [textbox]

Q6 Do you think the current penalties, including the possibility of a criminal record and going to a juvenile detention centre ('juvie'), are appropriate for discouraging young people from cyberbullying?

- Yes (1)
- No (2)

Q6a Please tell us why (optional) [textbox]

Q7. If the current laws did refer specifically to cyberbullying, would they more effectively discourage young people from cyberbullying?

- Yes (1)
- No (2)

Q7a Please tell us why (optional) [textbox]

Online survey section 4

Please read the information below (about a potential new, simplified cyberbullying offence targeted at young people) before answering the next question.

A potential new, simplified cyberbullying offence: Another option to address cyberbullying is to create a **new, simplified cyberbullying offence** which covers behaviours where the victim is under 18 years of age or the offender is under 18, with a lesser maximum penalty (such as a fine).

A potential new, simplified cyberbullying offence would be in addition to the current laws, so if the cyberbullying behaviour was bad enough, the more serious laws (with high maximum penalties) could still apply.

The benefits of a new, simplified cyber-bullying law targeting youth could include:

- A more effective way to reduce cyberbullying behaviour towards youth
- Using language and wording that is meaningful to young people
- Making it easier to prosecute serious cyberbullying offences because the proposed penalties would be more appropriate for cyberbullies if they were a minor (aged under 18)
- An opportunity to raise awareness with young people, their teachers and parents about the legal consequences of cyberbullying

The potential limitations of a new, simplified cyberbullying law could include:

- A new law could lead to more young people aged under 18 years of age ending up with a criminal record
- A potential increase of pressure on the legal system
- It won't always be possible to identify the cyberbully or take action against them if they are not in Australia
- An increase in reports to police of behaviours that are not covered under the new law.

Q8 Do you think that the introduction of a new, simplified cyberbullying offence would discourage young people from cyberbullying?

- Yes
- No
- Unsure

8a) Why? (optional) [textbox]

Q9 What sort of penalties do you think would be appropriate for young people (aged under 18) under a new, simplified cyber-bullying offence?

[Textbox]

Q10 What information do you think should influence the level and type of penalty handed out if a new, simplified cyberbullying law for under 18s was introduced?

- The cyberbully's age Y/N
- Type of incident Y/N
- Impact on the victim Y/N
- The victim's age Y/N
- Previous incidents/offences Y/N
- Other [textbox]

Please read the information below (about a civil enforcement regime) before answering the next question.

A new civil enforcement regime: Another option to address cyberbullying could be to keep the current laws, which could be used for the most serious cases of youth cyberbullying, and introduce a new Civil Enforcement Regime (CER). This is a civil (rather than a criminal) process and would be aimed at stopping the cyberbullying and resolving the issues with actions like:

- negotiation and mediation between those involved, and if required – dispute resolution
- orders for the cyberbully to take down or delete the harmful content (if the bully is identifiable and based in Australia)
- and if the bully fails to comply, issuing an infringement notice (e.g. the bully would have to pay a fine)

These kinds of penalties may be serious enough to stop, or deter, cyberbullying without leaving youth (under 18s) with a criminal record.

If there was a new CER, someone like a Children's e-Safety Commissioner would have the power to take action to enforce the CER. School principals, the police and sometimes members of the public would report serious cases of cyberbullying to the Commissioner for investigation.

A Commissioner would be able to refer youth to counselling services when needed and would be able to refer more serious cases of cyberbullying to the police for investigation under the relevant Commonwealth and state or territory laws.

Some of the potential benefits of a CER in reducing cyberbullying of young Australians include:

- Enough of a penalty to make young people think twice before cyberbullying
- Having a faster process (than going through the courts) and more appropriate penalties for younger people (e.g. a fine instead of imprisonment)
- Having more appropriate penalties for young offenders which would be more likely to be used
- Reducing the pressure on the legal system

Some of the potential limitations of the CER might include:

- Cyberbullying from anonymous bullies might not be able to be stopped
- A fine not being enough of a deterrent to some young people

Q11: Do you think a new CER should be introduced which applies to young people under the age of 18 years who cyberbully?

- Yes (1)

- No (2)
- Unsure (3)

11a. Why? [textbox]

Q12 Do you think that the introduction of a CER would discourage young people from cyberbullying?

- Yes (1)
- No (2)
- Unsure (3)

12a) Why? (optional) [textbox]

Q13 What sort of penalties do you think would be appropriate for young people (aged under 18) under a CER?

[Textbox]

Q14 What benefits, or services, do you think a CER might offer victims of cyberbullying who are under 18?

[Textbox]

Online survey – Section 6 (Where should young people be able to find information about cyberbullying? - Video

Q15 In your opinion, where are the best places to connect young people with information and help about cyberbullying? You can select as many options as you like.

	Yes (1)YES	No (2)
School		
Government website		
Police		
Mental health websites/apps		
Social media campaigns		
Television		
Parents		
Friends		
Blogs		
Personal chat sites		
Print media e.g. daily		
Newspapers		
Social media websites		
Other		

If other, please comment [textbox]

Please read the information below (about proposed information/education campaigns) before answering the next question.

Proposed information/education campaigns: If a new civil enforcement regime and/or a new criminal law was introduced, there would be an information/education campaign about the legal and social consequences of cyberbullying. There could also be an information/education campaign to highlight existing laws relevant to cyberbullying.

Q16 What sort of content and delivery would you like to see included in an information/education campaign? [textbox]

Online survey – Section 7 (Which approach would have the most impact?) - Video

Q17 How much impact do you think the following might have on reducing cyberbullying incidents of young people (under the age of 18 years)? You can select as many options as you like.

	No impact	Little impact	Some impact	High impact
Keep existing laws as they are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change existing laws to specifically mention cyberbullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduce a new, simplified cyberbullying law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep the existing laws and introduce a new Civil Enforcement Regime (CER) with lesser penalties such as a fine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and deliver a new information/education campaign about the legal consequences of cyberbullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17a Any further comments.

Online survey – Section 7 (Who should be involved in delivering responses?) - Video

Q18 Who do you think should be responsible for delivering consequences to young people under the age of 18 for acts of cyberbullying? You can select as many options as you like.

	Yes (1)	No (2)
Home/Family/Caregiver	-	<input type="radio"/>
School	<input type="radio"/>	<input type="radio"/>
Social media websites	<input type="radio"/>	<input type="radio"/>
A Children's e-Safety Commissioner	<input type="radio"/>	<input type="radio"/>
Criminal court	<input type="radio"/>	<input type="radio"/>
Police	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

Q18a If other, please comment [textbox]

Q19 Do you think that social media websites (e.g. YouTube, or Snapchat) should be required to follow any Australian cyberbullying laws?

- Yes (1)
- No (2)
- Don't know (3)

Q19a Please comment (optional) [textbox]

Q20 Do you think that this should also apply to other sites that have chat functions, including gaming sites?

- Yes (1)

- No (2)
- Don't know (3)

Q20a Please comment (optional) [textbox]

Online survey – Section 8 (Why are we asking you for your opinions and ideas?) - Video

Below is the final question of the survey!

Q21. Please share any experiences or knowledge that you think can help us 'solve the puzzle' of cyberbullying, young people and the law.

E.g. What other information about this complex issue would you like the Government, researchers and policymakers to know? Are there any other 'missing pieces' we have not have covered in this survey which can give us more clues?
[Textbox/no maximum]

End of survey

Congratulations - you have finished!

Thanks for taking the time to complete The Digital Jigsaw Online Survey.

Why not tell a friend how they can help solve the puzzle?

If you would like to participate in future studies concerning youth, technology and wellbeing - please provide your details below.

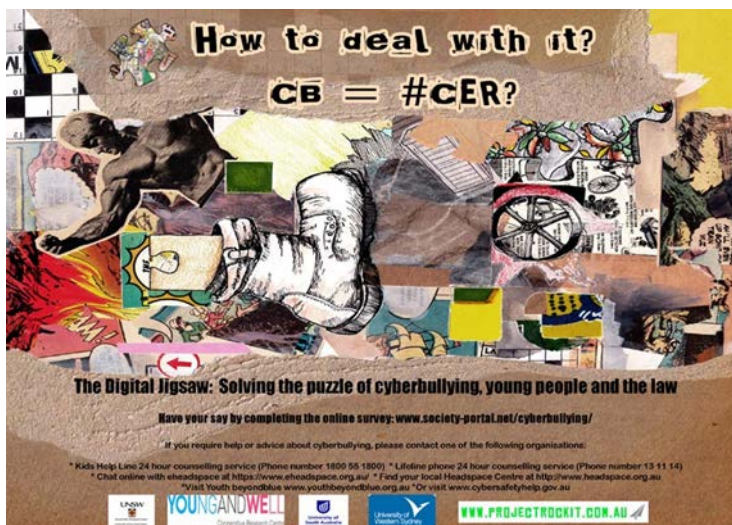
Note: These details will be kept on record for 7 years and utilised only by the researchers involved in this project.

Name ...

DOB ...

Email ...

6. Digital postcards



Where should young people seek information about cyberbullying?



The Digital Jigsaw: Solving the puzzle of cyberbullying, young people and the law

Have your say by completing the online survey: www.society-portal.net/cyberbullying/

If you require help or advice about cyberbullying, please contact one of the following organisations:

* Kids Help Line 24 hour counselling service (Phone number 1800 55 1800) * Lifeline phone 24 hour counselling service (Phone number 13 11 14)
 * Chat online with eheadspace at <https://www.eheadspace.org.au/> * Find your local Headspace Centre at <http://www.headspace.org.au>
 * Visit Youth beyondblue www.youthbeyondblue.org.au * Or visit www.cybersafetyhelp.gov.au







Which approach would have the most impact?



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Who should be involved in delivering responses?



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Why are we asking you for your opinions and ideas?



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7.References

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