Youth awareness of cyber-bullying as a criminal offence

Full report of research findings

Prepared for:

Department of Communications

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June 2014

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1 Executive Summary

The report incorporates findings from a multi-staged research program conducted by GfK comprising exploratory qualitative research (group discussions and paired in-depth interviews), questionnaire development and cognitive interviews for questionnaire testing, followed by a quantitative online survey completed by 1,019 broadly representative Australian youth aged 10-17 years.

The report has been structured around the four research objectives driving the overall research, namely:

- Research question 1: Current awareness that cyber-bullying can be considered a criminal offence under existing laws;

- Research question 2: Current expectations of the kind of behaviours that would constitute a criminal offence under the current Australian laws;

- Research question 3: Current awareness of penalties involved; and

- Research question 4: The level to which youth understand the current cyberbullying laws and penalties.

Parental consent to participate was obtained for all participants and resources were provided to support youth who are experiencing cyber-bullying.

Research question 1: Current awareness that cyber-bullying can be considered a criminal offence under existing laws

Youth do not spontaneously associate the act of cyber-bullying with a criminal offence. That said, there is a feeling that the act of cyber-bullying could be a legal or criminal offence. In qualitative research, youth voiced the view that the question of illegality (and potential consequences for the cyber-bully) would largely depend on the bullied person's reaction to being cyber-bullied. If, for example, the level of cyber-bullying was such that the youth in question attempted suicide (or did something else 'drastic') then clearly this was at the severe end and in their view deserves both classification as a criminal offence and the full weight of the law.

Consequently, in the quantitative survey when questioned directly, just over six in ten youth (63%) agreed that cyber-bullying 'is an offence punishable by law (i.e. a crime)'.

The qualitative discussions with young people suggested that while there was an appreciation that cyber-bullying *could* be a criminal offence, there was no active on-going awareness or consideration of this issue nor a clear view of what might constitute a *criminal* case of cyber-bullying. They may have heard of the legal issue from talks at school, sometimes (but rarely) given by the police, but the criminal nature of cyber-bullying was not a common topic of discussion among youth.

The thought of cyber-bullying being a criminal offence, when prompted during the qualitative research, was however a scary and confronting idea for youth. So, while it is not currently top of mind, being reminded of the issue is likely to have significant impact on their behaviour in terms of reducing the likelihood of cyber-bullying. Encouragingly, the majority of youth who agreed that cyber-bullying was a crime in the quantitative survey saw the relevance of laws and penalties for minors (69% felt legal punishment would apply to all age groups, children and adults[1] and only one in five (20%) was not sure to whom the penalties would apply).

Research question 2: Current expectations of the kind of behaviours that would constitute a criminal offence under the current Australian laws

Australian youth do not definitively or even easily classify behaviours into those that DO and those that do NOT constitute a 'crime'. However, they can see that some behaviours such as threats and blackmail could be more harmful than acts such as 'sharing' or 'liking' social media posts or prank comments on social media. When an act of cyber-bullying leads to something involving physical violence, sexual abuse, depression or, at the extreme end, suicide or other behaviour resulting in a death, they can see immediately the criminal nature of the act. The qualitative research found that typically, the association between cyber-bullying and an illegal or criminal offence was outcome-dependant – that is that it would be a crime if and only if the behaviour led to a consequence that they knew to be a crime (like something resulting in a death).

Youth were also asked in the quantitative survey to classify specific behaviours in terms of definitively being 'a crime' through to definitely NOT being a crime. When asked in this way, the majority classified the behaviours of blackmailing or coercion involving inappropriate photos as a criminal offence (83% categorised as 'definitely a crime'), as well as accessing/breaking into/hacking accounts without permission (73%) and menacing, harassing, offensive or threatening behaviour (69%).

Youth were more doubtful about the criminal nature of behaviours such as defamation or saying something untrue about others (42% 'could be, depends on the situation', 26% 'definitely a crime', 24% 'not sure') as well as actions to deliberately exclude others (32% 'could be, depends on the situation', 18% 'definitely a crime', and 23% 'not a crime').

Research question 3: Current awareness of penalties involved

Australian youth can identify potential penalties or punishments for cyber-bullying; however, these are based both on assumptions and on experience, where consequences are typically managed by schools or social networks on a case-by-case basis – rather than by legal authorities. When youth were asked in the qualitative research what they thought the penalties or punishments for specific behaviours were, responses were largely directly related to usage restrictions (confiscation of hardware devices, banning from sites) or warnings rather than harsher legal or criminal penalties.

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[1] This refers to 'all age groups' with other options covering a range of ages from 10 years to 18 years and over (only for adults aged 18 years and over, only for people aged 15 years and over, only for people aged 10 years and over).

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The perceived penalties or punishments also vary by the behaviour in question, as confirmed in the quantitative research. When asked what the specific penalties or punishments applied for individual behaviours, the most likely action selected across all behaviours was being banned from social networks or websites (38%-58% for the listed behaviours) followed by police warning / good behaviour bond / possible criminal record (20%-55%) and confiscation of devices (26%-40%). Following this was expulsion from school (18%-37%), community service (18%-33%), paying a fine (14%-34%) and last was being arrested and going to jail/prison (7%-37%). That said, there was some uncertainty around what the punishments or penalties would be depending on the behaviour, with between 15% and 46% indicating they were not sure of what it would be for the listed behaviours.

Perceived penalties and punishments vary by the type of behaviour. The actions which were seen to be most likely to warrant police warning / good behaviour bond / possible criminal record being blackmail around personal photos (54%) and menacing, harassing, offensive or threatening behaviour (55%). Blackmailing, as well as account hacking, were more likely to be seen to merit getting arrested and going to jail / prison (37% and 29% respectively) compared to other behaviours. There was higher uncertainty around the consequences of defamation or deliberate acts of exclusion (33% and 46% selected 'not sure' about penalties or punishments respectively).

Of note is that any police involvement is largely seen to be more of an intervention rather than for more serious consequences like arrest and serving jail time. Among those who indicated that arrest and jail / prison time was a penalty or punishment, there was a high level of uncertainty about what the length of term would be (27% said 'don't know'). Most that did select jail / prison time, attributed a term of up to 2 years maximum (48% up to two years, 38% up to one year). This would suggest that many are guessing rather than having exact knowledge about this area. This was corroborated by the findings of the qualitative research. However, there was low perceived likelihood that cyber-bullies would be charged by police (50% felt that cyber-bullies would be charged only a quarter of the time or less often) and to date there was little experience of police intervention.

Research question 4: The level to which survey participants understand the current cyber-bullying laws and penalties

While there is some appreciation that cyber-bullying could be a criminal offence punishable by law, with penalties applicable to youth under the age of 18 years, there is currently significant uncertainty and confusion around this area. The research indicates that there are low levels of understanding among youth of the current cyber-bullying laws and penalties. Much of the knowledge appears to be based on guesses or assumptions rather than on specific education or knowledge. This is due to a number of factors.

Lack of definitive understanding about what behaviours constitute cyber-bullying

- Behaviours considered to be 'cyber-bullying' ranged from 58% saying this includes accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission to 92% for defining it as being menacing, harassing, or offensive (or making threats) on the internet or mobile. A notable proportion also saw the tested

behaviours to be situation dependant (5%-26%) with an additional 2%-9% who were not sure how to classify cyber-bullying behaviours.

Low levels of education and discussion around cyber-bullying being a criminal offence

- While almost two in three or 63% agreed that cyber-bullying could be an offence punishable by law (i.e. a crime) when asked directly, qualitatively the research indicated that awareness was much lower and few young people mentioned having heard about it during discussions around cyber-bullying.

Uncertainty around what acts could constitute 'a crime' and in what circumstances

- Some acts or behaviours were more likely to be seen as crime than others among youth (ranging from 18%-83% as 'definitely a crime' across behaviours). Many were unable to definitively attribute behaviours a criminal status (from 16%-65% for 'could be depends on the situation' or 'unsure' combined).

Low perceived involvement and enforcement by police authorities based on current experiences and observations

- Only a third (36%) would seek help from police if they were or knew of someone being cyber-bullied and there is low confidence that police would charge a cyber-bully (50% believed that a cyber-bully would get charged by the police a quarter or less of the time).

Inconsistent knowledge and expectations of punishments and penalties, typically managed within schools and social networks

- Youth perceived different punishment or penalties for different behaviours and high proportion were not sure what the consequences would be for the different behaviours (unsure responses ranged from 15%-46%). Additionally, most of those who agreed that police arrest and jail/prison time was a punishment for cyber-bullying felt it would vary by the type of act involved, with most believing that a maximum term of 2 years (from 48%-70%) applied. A high proportion (20%-30%) were not sure what it would be, further suggesting a lack of understanding on specifics about the law and legal penalties for cyber-bullying.

As it stands, many of the young people talked about being disinclined to cyber-bully for reasons not related to it being a criminal offence, or the possibility of legal penalties. Reasons not to cyber-bully centred on a sense that it is simply 'wrong', wanting to avoid getting into trouble, there was a desire to avoid becoming embroiled in cyber-bullying and on-going confrontations among or across peer groups.

2   Guide to Reading the Report

This report incorporates findings from both stages of the research program conducted with youth in Australia aged 10-17 years including qualitative (4 focus group discussions and 8 paired in-depth interviews) and quantitative (n=1019 surveys conducted online) research.

The report has been structured around the four research objectives driving the overall research namely:

- Research question 1: Current awareness that cyber-bullying can be considered a criminal offence under existing laws;

- Research question 2: Current expectations of the kind of behaviours that would constitute a criminal offence under the current Australian laws;

- Research question 3: Current awareness of penalties involved; and

- Research question 4: The level to which youth understand the current cyberbullying laws and penalties.

A combination of questions and discussions were used to address these questions. Additionally, there are some sections which provide context and further information about the current landscape for cyber-bullying (internet and website access, awareness and perceptions around the broader topic of cyber-bullying) as well as implications and channels for future communications and campaigns.

Initially, the Department requested analysis of the quantitative results by a range of sub-groups including:

- total responses;

- responses by age;

- responses by age range (10 to 13, 14 to 15 and 16 to 17 years old);

- demographics (State or Territory, by Australian remoteness classifications, by socio-economic status, by school type (Government, Catholic, other) and by educational attainment of parents).

During analysis, it was found that there were few statistically significant variations or noteworthy patterns emerging from the sub-group analysis beyond that of age and experience with cyber-bullying. This is likely to be due to the high levels of communication and discussion of the topic of cyber-bullying in schools thereby making it a universally understood issue among all youth.

Differences in age are attributable to the varying life-stage and experiences as youth get older – having greater access to the internet and social media as well as encountering different issues as

they enter adolescence. As such the report focuses on the findings of the total youth population, age ranges, gender and experience with cyber-bullying. In addition to the request for the age ranges reported, rationale for aggregating the 10-13 year age group was based on a general finding that 10-13 year olds are more similar than older youth aged 14-17 in part due to greater exposure and freedom with relation to online activity. While there were some differences observed between 10-11 year olds and 12-14 year olds these did not impact the findings of the research in any way that warranted separate reporting. No commentary will be made about the differences with remaining sub-populations which do not appear to contribute meaningfully to the main findings of the report. Tables including analysis of the remaining sub-populations can be viewed in a separate appendices document.

3 Research Methodology

GfK proposed and conducted a multi-staged research program comprising exploratory qualitative research (group discussions and paired in-depth interviews), questionnaire development and cognitive interviews for questionnaire testing, followed by a quantitative online survey with a broadly representative sample of 10-17 year olds in Australia as summarised in Figure 1: Overview of research methodology.

Figure 1: Overview of research methodology

Qualitative in-depths and groups

Exploratory research to uncover main themes and feed into the next stage conducted between 20th – 24th January 2014
- Eight (8) exploratory in-depth paired interviews with children aged 10-13 years
- Two (2) group-discussions with children aged 14-15
- Two (2) group discussions with children aged 16-17
Representation of different socio-economic backgrounds and gender and location (NSW, QLD, VIC)

Questionnaire development and testing

Development of draft questionnaire and wording for initial testing of the online survey
Cognitive testing x six (6):
- Three (3) face-to-face for 10-13 year olds in Sydney
- Three (3) phone for 14-17 year olds in regional Victoria

Quantitative Survey

Online survey of 14 minutes median length conducted from 7th – 12th February 2014
- n=1019 national sample of 10-17 year olds
- Sample from research only online panels – recruited via parents who passed the survey onto their children after answering household questions and providing parental approval
- Stratified sample using quotas for representativeness by age, location, gender, school type etc.

Note that parental approval was obtained for all participants and resources were provided to support youth who are experiencing cyber-bullying.

3.1 Qualitative exploratory research

GfK conducted a mixture of focus group discussions and 'friendship-pairs' with the target audience of 10-17 year olds. Four group discussions were conducted with older youth aged 14-17 years, including 6-8 participants each lasting up to 1½ hours. Eight friendship-pair interviews of two participants each were conducted and lasted up to 1 hour in duration. They were conducted across metropolitan and regional locations with a broadly representative sample including diversity of socio-economic groups. There were a total of 41 participants in the qualitative research. Both males and females were included in this stage to reflect varying experiences. The qualitative interviews and discussions were conducted between 20th and 24th January 2014.

A recruitment screener was developed and approved by the Department prior to recruitment. This screener can be found in APPENDIX B: QUALITATIVE RECRUITMENT SCREENER. The qualitative sample structure detailing the age, gender and locations of the groups and interviews is shown in the Figure 2: Qualitative research sample below:

Figure 2: Qualitative research sample

Groups	Age	Gender	Location	State
1	Year 11 (16-17)	Male	Wollongong	NSW
2	Year 11 (16-17)	Female	Melbourne	VIC
3	Year 10 (14-15)	Male	Sydney	NSW
4	Year 10 (14-15)	Female	Gold Coast	QLD

Friendship Pairs	Age	Gender	Location	State
1	10	Male	Sydney	NSW
2	10	Female	Gold Coast	QLD
3	11	Male	Wollongong	NSW
4	11	Female	Melbourne	VIC
5	12	Male	Melbourne	VIC
6	12	Female	Wollongong	NSW
7	13	Male	Gold Coast	QLD
8	13	Female	Sydney	NSW

Approach to discussions

GfK developed a detailed and bespoke discussion guide for both the group discussions and the friendship-pairs which was reviewed and approved by the Department prior to use in the research. A number of specialist qualitative research techniques were employed including projective techniques and self-complete exercises. Such exercises can often ensure that young people remain engaged in the research process and they allow the research to ask indirect questions which young people can feel more confident answering. The discussion guide can be found in APPENDIX C: QUALITATIVE DISCUSSION GUIDE.

3.2 Questionnaire development and testing

Questionnaire development

Based on the findings of the qualitative interviews, GfK developed a draft questionnaire for testing. The questionnaire covered all the areas of interest and was then scripted onto an online survey platform. Importantly, with this audience, the survey was 'visual' and interactive as well as of short duration (12 minutes) so as not to increase respondent burden (thus maximising participation). The survey used a combination of closed-ended questions with pre-set code-frames as well as some open-ended questions allowing respondents to type in responses in their own words to allow for greater depth of information, to validate closed-ended questions where relevant and to allow for unanticipated responses on key topics.

The questionnaire covered the following topics:

- Screening questions via parents to check qualification and collect profiling information (age, location, school type) and obtain parental approval for their child's participation

- Other demographic questions for classification purposes

- Use of digital / online websites and social media sites (Facebook, Pinterest, Instagram, etc.)

- Expectations / knowledge of what constitutes cyber-bullying

- Awareness and experience with cyber-bullying (exposure at school, among friends, personally)

- Perceptions of what behaviours constituted cyber-bullying

- Awareness that cyber-bullying generally and specific cyber-bullying behaviours that could constitute a criminal offence

- Awareness of penalties for cyber-bullying and specifics on what these are

- Who youth approach to report cyber-bullying or to seek advice on cyber-bullying

- Who youth think have the authority to do something about cyber-bullying

- Which communications channels youth recommend for communicating cyber-bullying as a criminal offence

The questionnaire was reviewed by the Department prior to use.

The final survey took a median time of 14 minutes to complete which met the original target of 12 minutes for the youth respondents with a few minutes of upfront screening questions completed by parents.

Cognitive questionnaire testing

Given the nature of the survey, and the young age of the respondents, a round of cognitive testing was conducted to validate the survey and ensure confidence that the questions were consistently understood by all age groups capturing the type of responses we wanted to measure. The draft questionnaire was scripted into an online survey for testing and respondents were asked to answer questions and share their thought processes as they go through the questions. The GfK researchers observed how the youth navigated through the questions, identified any stumbling points and also asked direct questions to learn how the youth interpreted the survey questions.

A total of 6 in-depth cognitive-style interviews of 30 minutes length were conducted. Interviews with younger audiences (10-13 years old) were conducted face-to-face whilst they were completing the online survey in Sydney. Older children (14-17 years old) were interviewed via telephone while completing the survey online. The telephone interviews were conducted with youth in Regional Victoria.

A number of recommendations were made to the survey to optimise the wording as well as ensure responses were accurately being captured.

The final questionnaire was approved by the Department and can be found in APPENDIX A: QUANTITATIVE SURVEY.

3.3   Quantitative online survey

Following the questionnaire development and testing, GfK conducted an online survey with a broadly representative sample of n=1019 youth aged 10-17 years. The survey aimed to provide statistically robust measures of youth's awareness and understanding of cyber-bullying as a crime at a national and sub-population level. Because a sample, rather than the entire youth population was surveyed, the percentage results from the survey are subject to sampling tolerances. Originally a sample size of n=600 was commissioned. However this was increased to the recommended n=1000 for more robust, statistically reliable analysis and reporting at a total level and by the requested sub-populations within the broader audience.

An online data collection method was recommended for a number of reasons including the ability to reach a representative and larger number of children cost effectively, thereby allowing higher

statistical reliability and ability to conduct sub-group analysis (by age, gender, school type, location including state/ territory and remoteness classification[2] and so on). An additional consideration was the ease of replicating an online study in the future if research is required to measure the impact of future initiatives or communications.

A stratified sample with quotas on age, gender, and location was employed to ensure a balance of representativeness as well as robust sample sizes with minimum quotas for school type.

Fieldwork was conducted from 7th to 12th February 2014. The median survey length was 14 minutes (which included screening questions answered by parents).

Weighting

The quantitative data have been weighted to 2011 ABS census statistics for state / territory and school type. Even weights were placed on each year of age in the absence of population proportions for individual years of age.

Quantitative research sample

The final achievements for the quantitative online survey (weighted proportions and unweighted sample sizes) are shown in the tables below. As mentioned, initially quotas were set to obtain a broadly representative sample of youth in terms of age, gender, state/territory. Data was then weighted post-data collection to further sharpen the representativeness of the sample in terms of age, state/territory and type of school.

Note, as some respondents answered 'refused' or 'other' for certain classification questions (such as household income or household structure, the shown proportions may not always add to 100% as these groupings have not been shown in the table below.

Figure 3: Quantitative research sample

Household information	% of Total interviews (weighted proportions)	Number of interviews (un-weighted sample size)
Total	-	1019
Under $29,999	8%	87
$30,000 to $69,999	25%	267
$70,000 to $109,999	30%	309
$110,000 and above	27%	253

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[2] Note that there will be limited ability to analyse the lower relative population numbers in some states/territories and remote areas.

Household information	% of Total interviews (weighted proportions)	Number of interviews (un-weighted sample size)
NSW	32%	315
VIC	24%	300
QLD	21%	181
WA	11%	96
SA	7%	97
TAS	2%	16
NT	1%	3
ACT	2%	11
Metropolitan / Urban	74%	742
Regional town	19%	202
Rural or remote	7%	75
Couple with child/children	83%	834
Single with child/children	16%	174

Child Information	% of Total interviews (weighted proportions)	Number of interviews (un-weighted sample size)
Total	-	1019
Male	49%	506
Female	51%	513
10-13 year old	50%	428
14-15 year old	25%	291
16-17 year old	25%	300
Year 4-6	24	185
Year 7-8	25	239
Year 9-10	24	283
Year 11-12	26	312

Child Information	% of Total interviews (weighted proportions)	Number of interviews (un-weighted sample size)
A Government school	63%	677
An Independent school	22%	125
A Catholic school	15%	182

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4   Notes to Analysis and Reporting

4.1   Terminology

The following terms have been used throughout the report tables:

Exp Cy.B = survey participants who indicated they had personally experienced or knew a close friend or relative who had experienced cyber-bullying (from Q8).

Not exp. Cy.B = survey participants indicated they had not personally experienced or knew a close friend or relative who had experienced cyber-bullying (from Q8).

Column % = The figures shown are column based percentages. For example, in the table below, 94% of the total sample used the internet and 93% of 10-13 year olds used the internet.

Column %	Total	10-13 year olds
The internet	94	93-

4.2   Significance testing

Significance testing has been applied to the quantitative data between audience groups using *Q Research* software. The following colours and signs have been used to indicate significance:

Blue + / Red-Significantly higher / lower than other comparable sub-groups at 95% confidence interval.

For example (using the below table as an example), 10-13 year olds were statistically less likely at a 95% confidence interval to use the internet than other age groups (93% vs. 95%-97%). Conversely, older youth aged 16-17 years were statistically more likely to use the internet than other age groups (97% vs. 93%-95%). Those who had or were close to someone who had experienced cyber-bullying were also statistically more likely at a 95% confidence interval to use the internet (97% vs. 93% those who had not).

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
The internet	94	93-	95	97+	93	95	97+	93-
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q1. Which of the following do you have or use on a regular basis?

For brevity and readability, we have not used the terms 'statistically' or '95% confidence interval' when citing significant differences. The report will only mention statistically significant differences and where they are not, will draw attention to their non-significant nature using the terms 'indicative' or 'not statistically significant'.

4.3   Limitations to the research

Broadly speaking, this research was commissioned to measure Australian youth's current awareness, understanding and perceptions of the topic of cyber-bullying as a potential criminal offence in Australia. Due to timelines placed on the research, the research was conducted without extensive desk and literature reviews that could contribute to contextual understanding of young people's understanding of laws in general. Additionally, it is understood that there is limited existing information or public research relating to this issue. As such, the findings do not reflect or incorporate Australian youth's understanding of criminal offences in general or their general awareness of the legal issues surrounding youth participation online. In addition, this research did not aim to educate youth on the actual laws and penalties in place.

Additionally, any research using qualitative and quantitative approaches with a sample of the population has limitations.

Qualitative Research

Qualitative research deals with relatively small numbers of respondents and attempts to explore in–depth motivations, attitudes and feelings. This places a considerable interpretative burden on the researcher. For example, often what respondents do not say is as important as what they do. Similarly, body language and tone of voice can be important contributors to understanding respondents' deeper feelings.

The client should therefore recognise that:

- despite the efforts made in recruitment, respondents may not always be totally representative of the target audience concerned;

- findings are interpretative in nature, based on the experience and expertise of the researchers involved.

Quantitative Research

Even though quantitative research typically deals with larger numbers of respondents, users of survey results should be conscious of the limitations of all sample survey techniques. Sampling techniques, the level of refusals, and problems with non-contacts all impact on the statistical reliability that can be attached to results. While quotas as well as post-data collection weighting were applied to ensure higher representativeness on key demographic variables, there will always be some sampling error associated with a survey approach that is not a census of the whole population. That said, with the large sample size of n=1019, the associated maximum sampling error is minimal

(3.1% at a total level). Similarly, quantitative research is often limited in the number of variables it covers, with important variables beyond the scope of the survey – in this case, due to the low incidence of Aboriginal and Torres Straight Islanders in the broad population (1-2%) and consequently on online panels, it was recommended by the Department to exclude a question on this as analysis would not be possible.

Additionally, due to the prompted nature of self-administration surveys (i.e. respondents are shown pre-scripted code-frames with responses) this can lead to some over-claim or higher agreement than if left to answer spontaneously with no prompting. Hence some variations may be noted between findings from the quantitative and qualitative research stages.

Furthermore, the results of sample surveys are usually best treated as a means of looking at the relative merits of different approaches as opposed to absolute measures of expected outcomes.

5   Current Landscape of Cyber-Bullying

5.1   Internet access and internet enabling devices usage

Quantitative findings

The quantitative research indicated near to universal use of the internet among youth aged 10-17 years (94%) as shown in Figure 4: Use of internet and digital devices.

This marginally increased with age (ranging from 93% for 10-13 year olds up to 97% for those aged 16 17 years). Around 6 in 10 (62%) had a mobile phone although this varied greatly by age. Ten to 13 year olds were less likely to have their own mobile phone (41%) while the majority of those aged 14-17 years had a personal mobile phone (80% for 14-15 year olds and 87% for 16-17 year olds). Similarly, 57% had their own laptop or desktop computer although this was less common for 10 13 year olds (41%) and more common for those 14-17 years old (68% and 76% respectively for 14-15 and 16-17 year olds). The reverse was true for tablet / iPad devices (51%) with a higher number of 10 13 year olds using these (61%) compared to those aged 14-17 years (41% and 40% respectively for 14-15 and 16-17 year olds respectively).

Figure 4: Use of internet and digital devices

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
The internet	94	93-	95	97+	93	95	97+	93-
Your own mobile phone	62	41-	80+	87+	58-	66+	81+	55-
Gaming console	60	65+	54-	56	71+	49-	62	59
Your own personal email account (e.g. Gmail, Hotmail etc.)	60	45-	69+	80+	58	61	76+	54-
Your own laptop / desktop computer	57	41-	68+	76+	58	55	64+	54-
A shared computer in the home	56	64+	50-	48-	56	57	55	57
An iPad / tablet device	51	61+	41-	40-	46-	56+	55	50
Your own school email account	48	41-	58+	54	45-	52+	60+	44-

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
An ipod touch or other digital media player with internet access	35	41+	35	25-	32	38	39	34
Column n	1019	428	291	300	506	513	288	731

Base: Children aged 10-17 years (n=1019)

Q1. Which of the following do you have or use on a regular basis?

5.2 Social media and online communication App usage

In terms of online and social media sites used, there was higher use of social media among older youth, as shown in Figure 5: Social media and online communication App usage. The most common sites used regularly from those prompted in the survey included YouTube (76%), Google searches (75%) and Facebook (61%) and to a lesser degree, Skype (37%), Instagram (33%), Snapchat (23%) and Google+ (20%).

While the usage levels of Google searches and YouTube were consistent across age groups, social media usage increased with age. Facebook was used by 61% of all surveyed and increased significantly with age from 41% for those aged 10-13 years to 73% for 14-15 year olds and 89% for 16-17 year olds. Older youth aged 16-17 years were also more likely than the younger youth to use Google+ (28% vs. 20% total) and Twitter (26% vs. 17% total). Females were more likely to use photo sharing Apps like Instagram (42%) and Snapchat (28%) while males were more likely to use YouTube (80%).

Those who personally had or knew someone close to them who had experienced cyber-bullying were more likely to be users of any of the social media sites listed, in particular, Facebook (78%) and photo sharing Apps like Instagram (45%) or Snapchat (36%).

Figure 5: Social media and online communication App usage

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
YouTube	76	73-	78	83+	80+	73-	82+	75-
Google search	75	75	75	73	78	72	75	74
Facebook	61	41-	73+	89+	60	62	78+	55-
Skype	37	35	40	38	39	36	47+	34-
Instagram	33	32	33	35	22-	42+	45+	28-
Snapchat	23	18-	28	28	18-	28+	36+	18-

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Google+	20	16-	19	28+	20	20	24	19
Twitter	17	10-	21	26+	15	18	23+	14-
Kik	16	23+	10-	6-	10-	20+	17	15
Tumblr	9	5-	10	14+	5-	12+	15+	6-
Pinterest	6	4-	8	8	4-	8+	9+	5-
Vine	5	4	7	5	4-	7+	10+	4-
AskFM	3	3	5	2	3	4	6+	2-
Live chat (e.g. Omegle, Chatoulette)	1	1	2	2	1	1	4+	1
Keek	1	1	1	2	1	2	2	1
Other	2	3+	1	0-	1	2	1	2
Column n	*962*	*395*	*278*	*289*	*476*	*486*	*279*	*683*

Base: Children aged 10-17 years (n=962) who used the internet.

Q2. And which of these do you use on a regular basis?

Qualitative findings

Internet usage

All participants in the qualitative research were users of the internet although there were distinctions by age in regards to frequency, services used, and types of behaviours engaged in online. Generally speaking all those aged 13 years and above were daily users of the internet who typically used the internet multiple times throughout the day. Broadly speaking those aged 13 years and under used the internet less frequently. While typically still daily, their level of engagement was less than that of the older participants (they tend to use a lower number of services, and do so less often).

The overwhelming majority of participants across the groups had their own internet enabled devices. These included their own laptops, tablets (for some, schools had provided them with a device), internet enabled phones and some other devices such as games consoles or iPods. Many participants had multiple devices across which they accessed the internet. These tended to be those aged 13 years and upwards, while the younger participants had typically only had one, perhaps two, internet enabled devices.

For the majority, their internet use was unregulated with neither parents nor schools keeping a close eye on what they were doing. The exception was the very youngest who are often only allowed to use their devices in the presence of their parents.

Participants used the internet for a broad range of activities, which can be largely divided into two categories:

1.   Browsing and searching for entertainment or research purposes (using Google to look things up, or YouTube to engage with other user-generated content); and

2.   Social media networks (Facebook, Ask.fm, but also 'application type' social networks such as Instagram, Snapchat, etc.).

For all, the primary use of the internet was said to be for 'entertainment'. This was often translated as watching YouTube videos and consuming a wide variety of content. However, there were some distinctions by age. The younger participants were more commonly purely consumers of content and thereby the internet was an entertainment-first resource. In contrast, the older participants revealed through further discussion that the most valued primary use of the internet was furthering social interaction across a broad network of communities, and thereby building and negotiating their social identities and networks.

There was some difference in use and attitudes toward the internet dependent on the different types of devices being used. Laptops and tablets were more conducive to longer 'sessions', especially for social networking. Phones were primarily for quick interactions, observations ('check-ups' as to how their social media profiles are going – new messages, friends etc.) and consuming content. Participants described how they would use their phones to keep up with what is happening in their social networks while they use their laptops and tablets to interact and generate content. Older kids in particular are tending to keep their primary social network (Facebook) open at all times while using their laptops, even if not actively using, so that they can receive notifications and engage in chat.

Perceived risks relating to internet usage

While all the participants were able to talk about the need to exercise caution when using the internet and the dangers of cyber-bullying (and other privacy related dangers such as personal security, fraud), their overwhelming attitude toward the internet is one of positivity and enjoyment. The best things about the internet were consistently expressed as enabling communication with friends, acting as an extension of their social lives, and as being a primary source of entertainment.

The 'worst' thing about the internet for all was felt to relate to being unable to always control the content one sees, engages with or gets sent. This held true for both younger and older participants. For the youngest it related more to bad language and certain topics such as sex or sexuality. The older participants (aged 13 years and older) are starting to come across content that is graphic, disturbing, or inappropriate for their age (as a result of increasing curiosity, and what is shared among their peers). There is awareness that the internet hosts some very dark and unpleasant content. However, this is felt to be somewhat of an accepted risk or consequence of the other freedoms and benefits the internet provides.

Beyond inappropriate content there was only one other negative consistently raised which is of particular note for this research. Given its primary and integral impact on social life, the fact that

relationships can sour and bullying (in many forms) can occur via the medium, was a known (and often experienced) negative aspect of the internet.

Social media

While there was a large disparity between what social media qualitative research participants used, and the extent of their social media use, all participants were engaging with some form of social media. With the exception of the youngest participants, Facebook was the predominant social media network of choice for all. The social networks spontaneously mentioned were:

- Facebook;

- Snapchat;

- Instagram;

- Ask.fm;

- Tumblr;

- Pinterest;

- YouTube;

- Twitter; and

- Blogs.

Those using Facebook tended to start engaging with it at around age 13 years (the minimum age to legitimately join), and although some had a profile at a younger age, they did not use it as it had not gained traction among their peers at that stage. Peer usage was the primary motivator for engagement with social networks, and as they got older and more of their friends started to use it, uptake and engagement increased. Facebook was talked about as being the primary network and the most common for social interaction and communication. The other sites were more for entertainment purposes than for building and negotiating social identities and friendship groups. That said, the impact of what is observed on sites other than Facebook plays an important role in normalising behaviours and building people's perceptions of standards of behaviour of what is and is not acceptable.

There was a clear sense that people behave differently not only in the online space more broadly than they would in the 'offline' world, but also that between social networks behaviours can differ widely. Participants felt that the internet enabled some people to act in ways they would otherwise not, and the term 'keyboard warrior' was used by some participants. This often relates to bravado and people saying (often negative) things they would otherwise not. In addition there was a general consensus, among boys and girls, that girls were more 'bitchy' and forthright in making, using, sharing and disseminating negative or abusive content.

More specifically, there was a sense that certain sites invite different types of behaviour. Facebook as the most commonly used social network was a platform where all types of behaviour are undertaken. However, it is not anonymous and it has no one clear purpose or use. In contrast, sites like *Ask.fm* were seen to have a much clearer purpose. The anonymity it provides commentators was talked about as directly affecting how people behaved on the site, and that it enabled and was felt to promote abuse. This was less of an issue for the youngest internet users who were not engaging with these sites, however, it is also clear that once they do begin to engage there is a steep learning curve as exposure to different types of content is immediate, easy, and often undertaken without any knowledge of how to set parameters.

There was little to no consensus on the 'rules' of the internet or of how to behave in the online environment. There was some (largely parroted from school lectures) notion that you should not threaten, harass, stalk or otherwise intimidate, but there was no actual understanding of where the boundaries for these behaviours lie. The primary tool for deciding on acceptable and unacceptable behaviours is learning by the example of others, including what repercussions exist or are witnessed. The participants talked about watching how others behave, including reactions to these behaviours, and what other do or do not do, what they get away with, what they get caught for, what escalates and what dissipates. As such there are no perceived hard and fast rules other than those governing extreme behaviours such as serious threats of physical violence or sexual harassment. That said a number of participants related that while they do see these behaviours as being 'wrong', the lack of consequence means that the behaviours seem less significant.

Overall, participants had very positive attitudes toward social media and felt it is a good thing. The only reason why it would be seen to be a bad thing is if it is abused. As such the overarching attitude is that it is not the platform's fault per se (although in the case of Ask.fm it is felt that the platform enables negative behaviours), but rather the user's fault if anything bad happens.

5.3 Awareness of cyber-bullying

Quantitative findings

There was near universal recognition (93%) of the term 'cyber-bullying' from the quantitative survey, as shown in Figure 6: Awareness of the term 'cyber-bullying'. Recognition was highest for 14-17 year olds (96% for 14-15 year olds and 98% for 16-17 year olds). This was significantly lower for 10-13 year olds (89%).

Figure 6: Awareness of the term 'cyber-bullying'

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Yes	93	89-	96+	98+	94	92	99+	91-
No	4	5+	3	2-	3	4	1-	5+
Not sure	3	6+	1-	0-	3	4	0-	5+

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q5. Have you heard of the term 'cyberbullying'?

Cyber-bullying is very top of mind for youth and when asked what are the worst things about the internet, comments relating to cyber-bullying topped all mentions (18%) as shown in Figure 7: Worst things about the internet. This was even truer for females with twice as many that mentioned something related to cyber-bullying compared to males (24% vs. 12% respectively). Those who had or knew someone close to them who had experienced cyber-bullying were three times as likely to mention something related to cyber-bullying as the worst thing about the internet (32% vs. 13% for those who had not).

Figure 7: Worst things about the internet

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Bad people / Bully / Cyber-bullying / Trolls	18	18	18	18	12-	24+	32+	13-
Technical issues	14	16	13	12	16	12	14	14
Privacy / security issues	7	6	6	10+	6	7	6	7
Over use / Addiction / Time wasting	6	5	6	7	6	6	7	6
Advertising / Pop ups / Spam	5	5	6	4	5	5	5	5
Viruses	5	5	5	4	4	5	4	5
Safety (creeps, strangers, pedophiles etc.)	4	4	6	3	3	5	4	4
Inappropriate / Porn / Illicit / Adult or mature content sites	3	3	4	3	3	3	3	4
Extent of information / access to too much / lack of control over information	3	3	2	3	3	2	2	3
Difficulty finding the information I'm looking for	3	2	2	5+	4	2	2	3
Limited / Restrictions on use	2	3+	2	1-	2	2	2	2
Hacking	2	2	2	2	2	2	2	2

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Quality / credibility of information	2	1-	2	4+	3+	1-	1	2
Scams	2	2	2	1	2	1	2	2
Exposure / Everyone can see things about me	2	1-	2	3+	1	2	2	2
Anyone can put anything up / Crap people put up	2	0-	2	4+	2	1	3+	1-
Too much information	1	1	1	2	2	1	1	1
Useless information / rubbish	0	0	1	0	1	0	0	0
Crime	0	0	0	0	0	0	0	0
Bad general comments	2	2+	1	1	2	1	1	2
Other	4	4	5	1-	5	3	3	4
Not sure / None	15	17+	13	12	16	14	6-	18+
Column n	1019	428	291	300	506	513	288	731

Base: Children aged 10-17 years (n=1019)

Q4. What are the worst things about the internet? Showing coded open ended responses

When asked to provide a description or examples of cyber-bullying, almost all aware of the term 'cyberbullying' were able to articulate what it was in their own words. Words typically used to describe cyberbullying were 'being mean', 'harass', 'bad', 'abusive', 'attacked' and 'targeting'. Some examples of the types of responses are:

"Harassing someone on Facebook."

"Sending threatening emails."

"Cyber-bullying is bullying people or an individual over the internet. It can vary from teasing to taunts and threats and even arguments that turn vicious and nasty. It can also include the spreading of rumours, photos or false statements being made about another person."

"When someone on the internet annoys, bullies, threatens or embarrasses you. Like if someone posts a rude picture of you on their fb page, or trolls you."

"Someone writing bad things about you to other people. Sending you a nasty message. Spreading rumours about you online."

"People saying negative, adverse, derogatory comments to you, about you..... Posting photos, comments defamatory comments etc."

"It is when an individual is attacked or harassed over the internet. When something sad or horrible is said about someone so that other people who are on Facebook can read it too."

"Getting unsolicited and abusive mail."

"Bad mail and correspondence, bad language, lies, etc."

"Targeting persons and making them feel uncomfortable, bad, sick, etc."

"Causes depression, can lead to tragic outcome like suicide."

Base: Selected verbatim from children aged 10-17 years (n=1019)
Q6. In your own words, what is cyberbullying?

Qualitative findings

Cyber-bullying is something that all qualitative research participants, including the youngest, were aware of and were able to define as being bullying (intimidation, embarrassment, threatening behaviour, harassment etc.) which takes place in the online environment or by phone or other technologies. It was something that all had heard of, although not all had experienced as the very youngest are not yet as engaged with social media as the older children.

5.4 Elements that define cyber-bullying

Quantitative findings

The quantitative survey findings confirmed what was found in the preceding qualitative stage – that there were high levels of general understanding about the topic. That said, there are some blurred areas around what is and what is not cyber-bullying based on situation-dependent perceptions – such as the severity of the outcome or the reaction/response by the person being cyber-bullied.

When asked in the quantitative survey about what cyber-bullying is and is not (shown in Figure 8: Elements of cyber-bullying) the vast majority of youth felt it:

- is 'threatening the person it is aimed at' (97%);

- is 'meant to be hurtful' (96%);

- 'intimidates the person it's aimed at' (95%);

- 'embarrasses the person it's aimed at' (91%);

A high proportion also saw cyber-bullying to be something that blackmails the person it's aimed at (88%) or that targets a certain person or group of people (88%). There was a lower level of association with the idea of perpetuating an act such as 'a person doing something once but that others like and share' (63%). This suggests there is less clarity in youths' minds around whether it is considered cyber-bullying if one is not the original perpetrator.

Those aged 16-17 years were even more likely than younger age groups to define cyber-bullying as something that intimidates the person it's aimed at (98%) and targets a certain person or group of people (91%). The majority also see it as a repeated and targeted act that requires a person to do it more than once to a specific person / group (85%). Those who had or knew someone close to them who had experienced cyber-bulling were more likely to define cyber-bullying as something that intimidates the person it's aimed at (98%) or feeding acts like sharing / liking something someone else has started (69%).

Figure 8: Elements of cyber-bullying

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Threatens the person it's aimed at	97	98	94-	98	97	97	98	96
Is meant to be hurtful	96	96	95	95	96	96	97	95
Intimidates the person it's aimed at	95	92-	96	98+	93	96	98+	93-
Embarrasses the person it's aimed at	91	90	93	89	90	92	91	91
Blackmails the person it's aimed at	88	88	87	90	88	89	88	88
Targets a certain person or group of people	88	86	86	91+	88	87	91	86
A person does more than once to a specific person / group	80	76-	83	85+	81	79	83	79
A person does once but others like and share	63	62	64	64	61	64	69+	60-
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q10. When I think of cyberbullying, I think it is something that…

5.5 Behaviours perceived to constitute cyber-bullying

The quantitative survey also sought to identify what specific behaviours youth perceived to constitute cyber-bullying as shown in Figure 9: Behaviours perceived to constitute cyber-bullying. The behaviours most likely to be classified acts of cyber-bullying were:

- being menacing, harassing, or offensive (or making threats) on the internet or mobile (92% considered to be cyber-bullying); and

- blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile (88%).

Other behaviours considered to be cyber-bullying, albeit by a (smaller) majority included:

- saying something untrue about someone on the internet / on a mobile (sometimes called 'defamation') (71%);

- deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile' (60%);

- accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission (58%).

However for these three behaviours above behaviours (defamation, exclusion, hacking), around 1 in 5 (21%, 26%, 23% respectively) considered these to be situation dependent. Across the various behaviours, there was some uncertainty with between 5%-26% who felt that the individual behaviours 'could be cyber-bullying, it depends on the situation'. That said, only a small number (8% or less) considered any of the behaviours to be definitively 'NOT cyber-bullying'.

Figure 9: Behaviours perceived to constitute cyber-bullying
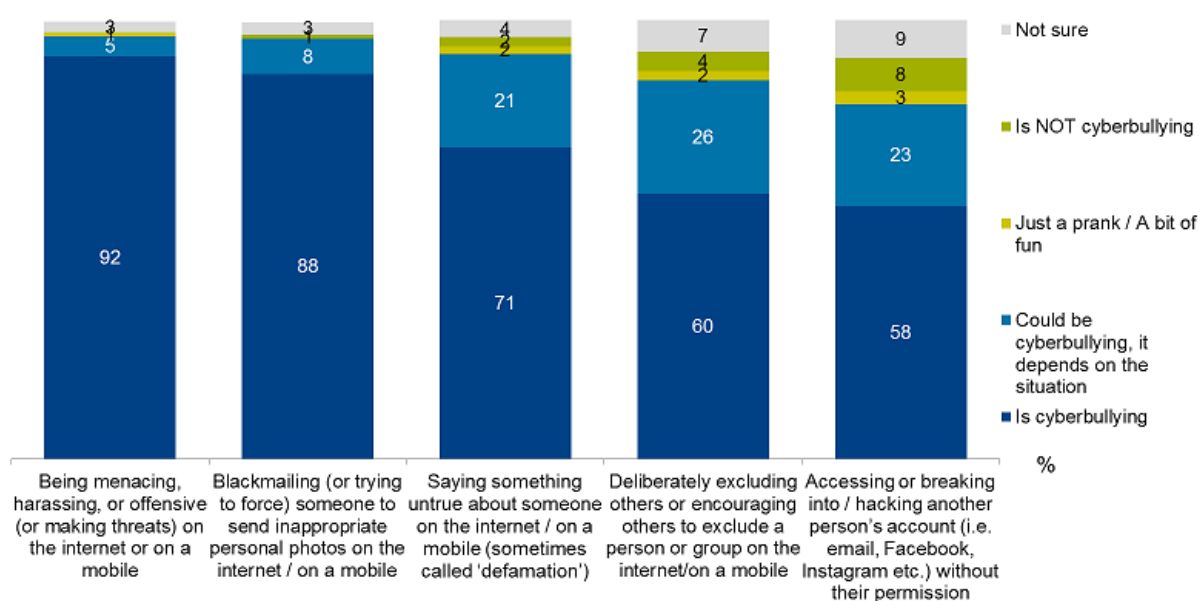
Base: Children aged 10-17 years (n=1019)

Q9. How would you describe each of the following…?

There were some differences observed across the different age groups as shown in Figure 10: Behaviours perceived to constitute cyber-bullying (by sub-group) although they largely shared the belief that most of these behaviours were definitively 'cyber-bullying'.

Females were even more likely to see blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile as cyber-bullying (90%). Those who had or knew someone close to them who had experienced cyber-bullying were more likely to see acts of exclusion to constitute cyber-bullying (67% vs. 58% those who had not).

Figure 10: Behaviours perceived to constitute cyber-bullying (by sub-group)

Is cyber-bullying

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	92	94	88	91	90	93	92	92
Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	88	89	85	88	85-	90+	86	88
Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission	58	59	56	56	57	59	60	57
Saying something untrue about someone on the internet / on a mobile (sometimes called 'defamation')	71	70	72	72	71	71	72	71
Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile	60	60	62	60	58	63	67+	58-

Could be depends on the situation

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	5	4	6	5	6+	3-	5	4

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	8	6-	12+	8	9	7	10	7
Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission	23	21	26	25	24	23	24	23
Saying something untrue about someone on the internet / on a mobile (sometimes called 'defamation')	21	21	21	21	23	20	23	21
Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile	26	25	25	30	26	26	24	27
Column n	1019	428	291	300	506	513	288	731

Base: Children aged 10-17 years (n=1019)

Q9. How would you describe each of the following…?

Qualitative findings

Young people involved in the qualitative research felt they were able to distinguish between cyber-bullying and 'banter' based on their relationship with the other party, their accumulated experience which informs their understanding of the nuances of language and internet protocols being used and how situations escalate, among other factors. Participants talked about there being an almost distinct online language, particularly relating to tone and use of internet iconography/symbols. As such, it is not only about the words being said or used, but the tone and inflections which users can impart on them through grammar, punctuation, and emoji's. As such the tone of communication was seen to be an important factor in judging something to be cyber-bullying or not. A mitigating factor here is said to be the previous relationship between participants, and the reaction of the recipient which can push something not intended as cyber-bullying into the realms of cyber-bullying. It was clear that labelling something as cyber-bullying is often done retrospectively and defined by consequence, not necessarily intent or the action itself.

There is also an awareness that cyber-bullying has some other constituent elements which distinguishes it from 'just' being mean or unfriendly. It is felt to be something that is purposefully hurtful, inciting others to also engage in negative behaviours toward a person or group, and something that is sustained (i.e. happens more than once). In addition other factors also become involved such as the interaction moving beyond the original players. For example an interaction

might begin between only two people, or a few people, but then sprawl to include commentary from potentially hundreds of people. The result is that drawing a line in the sand as to what is and what is not cyber-bullying is difficult and any such line is felt to be changeable depending on each situation and the people involved.

5.6   Experience with cyber-bullying

Quantitative findings

When asked if they had personally experienced or known others such as close friends or family who had experienced cyber-bullying, just over a quarter (26%) of youth said they had as shown in Figure 11: Past experience with cyber-bullying. This was lower for 10-13 year olds (20%) and higher with age (33% for 14-15 year olds and 30% for 16-17 year olds).

Figure 11: Past experience with cyber-bullying

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Yes	26	20-	33+	30	23	29	100+	0-
No	62	69+	54-	55-	63	61	0-	83+
Not sure	12	11	13	14	14	11	0-	17+
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q8. Have you yourself, or anyone you know like a close friend or family member, ever experienced cyberbullying?

Figure 12: Profile of those who had experienced / known someone close who had experienced cyber-bullying shows the relative differences between those who have been or know someone who has been cyber-bullied compared to those who have not (or claim not to).

Those who had personally experienced or knew someone close to them who had experienced cyber-bullying were also more likely to have regular access / use of the internet (97%), their own mobile phone (81%), a personal or school email account (76% and 60% respectively). They were also more likely to use social media sites such as YouTube (82%), Facebook (78%), Instagram (45%), Snapchat (36%) and Twitter (23%). This higher usage is linked to the higher proportion of older youth (aged 14-17 years) who had been or knew someone close who had experienced cyber-bullying.

Figure 12: Profile of those who had experienced / known someone close who had experienced cyber-bullying

Column %	Total	Exp. Cy-B	Not exp. Cy-B
10-13 year old	50	39-	54+

Column %	Total	Exp. Cy-B	Not exp. Cy-B
14-15 year old	25	32+	23-
16-17 year old	25	29	23
10 year old	13	4-	16+
11 year old	13	9	14
12 year old	13	11	13
13 year old	13	15	12
14 year old	13	12	13
15 year old	13	20+	10-
16 year old	13	18+	11-
17 year old	13	11	13
Male	49	43	51
Female	51	57	49
Govt. sch.	63	64	62
Ind. sch.	22	19	22
Cath. sch.	15	16	15
<$30k	8	9	7
$30k-<$70k	25	28	24
$70k-<$110k	30	30	30
>$110k	27	23	28
Sydney	21	18	23
Oth. NSW	11	13	10
Melbourne	18	15	19
Oth. VIC	6	6	5
Brisbane	14	14	14
Oth. QLD	7	7	7
WA	11	11	11

Column %	Total	Exp. Cy-B	Not exp. Cy-B
SA	7	9	6
ACT	2	2	2
TAS	2	5+	1-
NT	1	0	1
The internet	94	97+	93
Your own mobile phone	62	81+	55
Your own personal email account (e.g. Gmail, Hotmail etc.)	60	76+	54
Your own laptop / desktop computer	57	64+	54
Your own school email account	48	60+	44
Column n	*1019*	*288*	*731*
YouTube	76	82+	75-
Facebook	61	78+	55-
Skype	37	47+	34-
Instagram	33	45+	28-
Snapchat	23	36+	18-
Twitter	17	23+	14-
Tumblr	9	15+	6-
Vine	5	10+	4-
Pinterest	6	9+	5-
AskFM	3	6+	2-
Live chat (e.g. Omegle, Chatoulette)	1	4+	1-
Column n	*1019*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q8. Have you yourself, or anyone you know like a close friend or family member, ever experienced cyberbullying?

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Qualitative findings

With the exception of some of the younger qualitative participants, everyone across the qualitative research reported having witnessed or experienced cyber-bullying. Participants felt that cyber-bullying either tends to escalate toward some kind of confrontation (either in the online or offline environment), or it 'fizzles out'. From their experience they reported that cyber-bullying is often played out publicly due to the nature of social media networks or by young people sharing information, pictures, comments etc. with their friends. Multiple parties tend to weigh in and it becomes something which defines and delineates friendship and social groups. They also reported that it can move easily between the online and offline world, and that cyber-bullying is often an extension of bullying that has started in the offline world.

The general consensus was that cyber-bullying happened because people can say and do things without having to consider the consequences and without having to face any immediate consequences. The physical distance between cyber-bully and victim and the temporal distance between action and reaction mean that people can say and do things they would never otherwise do face-to-face. The medium inherently affords the opportunity for behaviours to emerge that would not exist or be tolerated, or would incur immediate consequences, in the offline world.

Participants generally felt that cyber-bullies most likely undertake their actions without thinking, or that they are not overly concerned by the potential consequences they do consider (given that on the whole they do not experience, or witness others experiencing, any significant social, emotional or legal consequences). The fact that cyber-bullying can often be the result of an escalation also means that either both parties, or multiple parties, become involved and the instigation or 'who started it' quickly becomes less meaningful.

5.7 Channels for reporting / seeking advice for cyber-bullying

Quantitative findings

When prompted with whom to go to for help or to tell if they or someone they knew were being cyber-bullied, most would consult with families, friends and schools as shown in Figure 13: Channels for reporting / seeking advice.

Family (90%), in particular parents were the main port of call (84% for parents and 64% siblings) along with friends (76%), and the school (75%, mostly with teachers (65%), the school counsellor (58%) and the principal (48%)). Just over half (52%) mentioned using support services (cyber-bullying websites (44%) or helplines (40%)). Just under half (49%) would report to the social networking sites. Only just over a third said they would consult the police (36%).

There were some differences between the ages and sexes although the order of the point of contacts was largely in line across the demographic sub-groups.

Figure 13: Channels for reporting / seeking advice

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Yes to any of these (total)	**98**	**99+**	**96-**	**98**	**97-**	**99+**	**97**	**98**
Family (parents, siblings) (total)	**90**	**92+**	**88**	**88**	**89**	**91**	**84-**	**92+**
School (teachers, counsellor, principal) (total)	**75**	**78+**	**72**	**70-**	**71-**	**78+**	**71**	**76**
Support services (cyberbullying website, helplines) (total)	**52**	**48-**	**52**	**58+**	**49**	**54**	**55**	**50**
Other parents (victim, bully) (total)	**35**	**36**	**32**	**35**	**36**	**33**	**34**	**35**
My parents	84	89+	82	76-	82	85	75-	87+
My friends	76	74	77	79	73-	79+	79	76
Teachers	65	71+	62	56-	63	66	57-	68+
Brothers / sisters	64	63	63	68	65	63	61	65
The school counsellor	58	57	59	60	54-	62+	61	57
Report to the social networking site	49	44-	50	59+	48	50	54	48
The school principal	48	51	47	45	48	49	41-	51+
Cyberbullying websites (e.g. Cybersmart)	44	40-	44	50+	41	47	46	43
Helplines (e.g. KidsHelpline)	40	37	40	46+	38	41	44	38
The police	36	34	37	40	35	37	36	36
Parents of the person being bullied	31	32	29	32	31	31	31	31
Internet search	26	22-	27	33+	27	25	31	24
Parents of the bully	22	23	20	21	24	20	23	21
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q11. And if you were being cyber-bullied, or heard of someone else being cyber-bullied, would you go to the following for help or to let them know?

5.8 Bodies perceived to have the authority to deal with cyber-bullies

Similarly, parents (76%), the school principal (74%) and teachers (73%) were seen to be the people who could resolve or take action about cyber-bullying, as shown in Figure 14: Interestingly, while police were not high on the list of advice / reporting channels (36% would tell or go to police for help) police were twice as likely to be seen as being 'able to do something about a cyber-bully' (72%). Younger children aged 10-13 years were more likely to consider schools to be able to do something compared to older teens (16-17 years old.)

Around 6 in 10 (59%) selected law courts – this was only slightly higher than the proportion who mentioned their own friends (52%). Around half (49%) selected the government.

Figure 14: Bodies perceived to have the authority to deal with cyber-bullies

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
My parents	76	78	78	70-	78	75	75	77
The school principal	74	78+	73	67-	73	74	70	75
Teachers	73	77+	73	65-	72	74	69	74
The police	72	72	70	75	71	74	69	74
Parents of the person being bullied	70	70	67	73	69	71	69	71
The school counsellor	68	70	67	67	65	71	68	69
Parents of the bully	68	70	63-	70	68	68	70	68
Law courts	59	57	60	63	57	61	61	59
My friends	52	48-	54	57	52	51	58+	50-
Other people at school	50	47	52	53	51	50	52	49
The government	49	47	52	48	46	51	45	50
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

*Q12. And, in your opinion, which of the following **can** do something about a cyber-bully?*

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Qualitative findings

In the qualitative discussions and interviews, youth indicated that as individuals there are few options for what to do when they encounter cyber-bullying. As a victim the options are to try and confront or engage the bullies, which is generally seen to make things worse. It is difficult or near impossible to ignore, as the bullies have freedom of access to communicate with the victims. The other options are to go to their parents or teachers which can be confronting as it is an inherent escalation of the problem and young people are concerned that there will be negative repercussions for doing so. Their reputation at school may suffer, they may incur the anger of the bullies' friends, the bullies may be able to continue bullying them despite parents or schools being alerted, and they may have to face physical offline bullying.

As an observer of bullying, their options are equally limited and often they do not want to become directly involved so as to avoid becoming a victim of the bullying themselves. That said, participants did talk about there being 'tipping-points' where intervention becomes necessary. However, they were unable to provide any concrete delineations of what would enable them to become involved. The circumstances where others may get involved to defend someone from cyber-bullying are variable and would include who the person being bullied is, who the bully is, which social groups and circles they belong to, the types of behaviour being undertaken and their severity.

There were a number of examples of schools becoming involved in cases of cyber-bullying. These cases revolved largely around sexting and threats of violence. However, most felt schools are generally unaware of the majority of cyber-bullying instances and it is only when someone reports to a teacher that anything might happen. This tends to be via outside parties rather than those directly involved (i.e. older kids who see it happening). Expulsion or suspension from school is the worst school punishment that anyone had witnessed. Some youth had also heard of devices being confiscated.

Regarding other consequences of cyber-bullying, participants tended to go toward more extreme examples such as suicide, self-harm or having to leave schools. There was some discussion of losing friends or being left out, but these were not seen to be particularly serious, have longevity and to some extent were felt by all to be part of growing. There was little sense of the emotional consequences of being caught cyber-bullying. There might be some sense of shame or guilt but many participants felt that those people who do cyber-bully are more likely to not be emotional or care about their actions (unless the consequences are extremely serious, e.g. suicide). In some ways, and for a segment of youth, the 'I don't care who I hurt' attitude is the new badge of 'coolness' in this generation of young people.

When it comes to social consequences, there was also no real sense of a negative outcome of being caught cyber-bullying. They felt that if they were caught then from a social perspective they would likely be ignored rather than ignored or outcast by their peers as they did not feel there would be a public humiliation. They felt that cyber-bullies would likely just be pushed further into their own social networks and that unless the action was very serious then their own social groups would be unlikely to reject them.

When it came to discussing legal consequences participants struggled to talk with any authority. There was some awareness arising from talks given at schools by the police that there can be legal consequences, but there was no specific knowledge as to what these are and what actions may or may not prompt them.

6 Research Question 1: Current Awareness that Cyber-Bullying can be Considered a Criminal Offence under Existing Laws

6.1 Awareness of cyber-bullying as an offence punishable by law (a crime)

Quantitative findings

Earlier findings (see 5.7 Channels for reporting / seeking advice for cyber-bullying) suggest that while the police are not seen to be a typical advice or reporting channel (only 36% would consider telling police or going to them for help), they are seen to be able to do something about a cyber-bully (72% selected police as being able to do something about cyber-bullies – see 5.8 Bodies perceived to have the authority to deal with cyber-bullies).

When asked directly if cyber-bullying can be considered an offence and punishable by law (i.e. a crime), around 6 in 10 (63%) said yes as shown in Figure 15: Cyber-bullying as a criminal office. This is 30% less than the total proportion of youth who were aware of the act of cyber-bullying (93%). Consideration of cyber-bullying as an offence and punishable by law (i.e. a crime) increased with age from 59% for 10-13 year olds to 70% for 16-17 year olds.

(Note – while these figures suggest high awareness of cyber-bullying as a potential criminal offence, punishable by law*, the qualitative research suggests that the association of cyber-bullying behaviour as a criminal offence is weak and more of a considered guess than based on actual knowledge of this to be true – see Qualitative findings below). It is to be noted that this question was not only prompted but asked directly which can lead to over-claim.*

Figure 15: Cyber-bullying as a criminal office

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Yes	63	59-	66	70+	61	65	64	63
No	9	9	10	7	9	8	9	9
Not sure	28	32+	25	23	29	27	27	28
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q13. Do you think cyberbullying is an offence punishable by law (i.e. a crime)?

After prompting, the majority of youth who agreed that cyber-bullying was a crime felt legal punishment would apply to all age groups (69%) as shown in Figure 16: Perceptions of applicability of legal punishment for cyber-bullying. One in five (20%) were not sure to whom the penalties would apply.

Figure 16: Perceptions of applicability of legal punishment for cyber-bullying

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
To all age groups	69	68	68	74	70	69	73	68
Only for adults aged 18 years and over	3	2	4	4	3	4	5	3
Only for people aged 15 years and over	5	4	8	3	5	5	5	5
Only for people aged 10 years and over	3	2	4	2	3	3	3	3
There are legal penalties for cyberbullying but I'm not sure who they would apply to	20	23	17	17	19	20	15	21
Column n	661	259	199	203	319	342	189	472

Base: Children aged 10-17 years who agreed that cyberbullying is a crime (n=661)

Q14. And do you think legal punishment for cyberbullying applies…

Qualitative findings

While there was an appreciation from participants that cyber-bullying could be a criminal offence, there was no active consideration of this or knowledge of what might constitute a criminal case of cyber-bullying. That it can be a criminal offence is something they had heard at school talks, sometimes given by the police. The thought of cyber-bullying being a criminal offence, when considered, was a scary prospect if it had significant consequences. However, they imagined that it would have to be an extremely serious case for the police to become involved (e.g. something involving actual physical violence, sexual abuse or something resulting in a death).

7 Research Question 2: Current Expectations of the Kind of Behaviours that Would Constitute a Criminal Offence under the Current Australian Laws

7.1 Behaviours perceived to constitute a criminal offence

Quantitative findings

Youth were also asked in the quantitative survey to classify specific behaviours in terms of definitively being 'a crime' through to definitely NOT being a crime. When asked in this way, the majority classified the behaviours of blackmailing or coercion involving inappropriate photos as a criminal offence (83% 'definitely a crime') as well as accessing/breaking into/hacking accounts without permission (73%) and menacing, harassing, offensive or threatening behaviour (69%) as having the potential to be a criminal offence.

Youth were more doubtful about the criminal nature of behaviours such as defamation (or saying something untrue) or activities to exclude others. Just over a quarter (26%) considered defamation as 'definitely a crime' with a higher proportion thinking it depended on the situation (42%). A quarter (24%) was not sure although, only 9% felt it was 'not a crime'. Similarly, behaviours aimed at exclusion of others / a group were only considered to be definitely a crime by 1 in 5 (18%) with a third (32%) who felt it depended on the situation. A relatively high proportion (23%) felt it was 'not a crime'.

Figure 17: Behaviours perceived to constitute a criminal offence
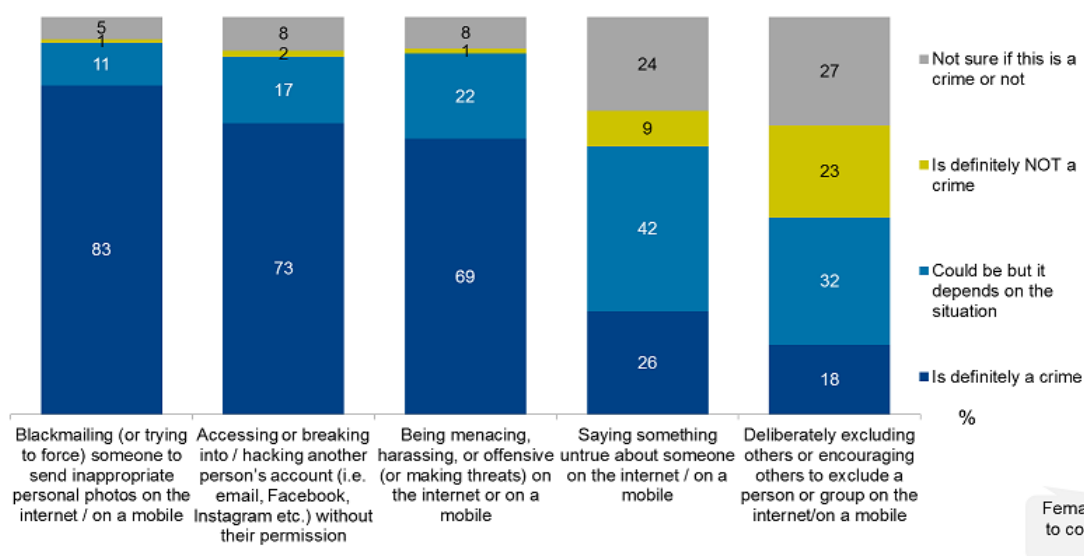
These findings were largely consistent across ages although 14-15 year olds were even more likely to consider blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile to ''definitely be a crime' (87%). Females were even more likely to consider accessing or breaking into / hacking another person's account (i.e. Email, Facebook, Instagram etc.) without their permission to ''definitely be a crime' (77%).

Figure 18: Behaviours perceived to constitute a criminal offence (by sub-group)

Column % "Is definitely a crime"	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	83	80	87+	83	81	85	84	83
Accessing or breaking into / hacking another person's account (i.e. Email, Facebook, instagram etc.) without their permission	73	74	75	70	70-	77+	71	74
Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	69	70	69	68	67	72	70	69

Column % "Is definitely a crime"	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Saying something untrue about someone on the internet / on a mobile	26	26	24	28	25	27	29	25
Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile	18	17	17	19	19	16	22	16
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q16. How would you describe each of the following behaviours…?

Qualitative findings

As mentioned earlier, youth typically did not associate the act of cyber-bullying with being a criminal offence spontaneously. However, when an act of cyber-bullying led to something involving actual physical violence, sexual abuse, suicide, depression or something resulting in a death, they did see the criminal nature of the act. They could not easily or definitively classify acts into what 'does' or 'does not' constitute a 'crime' however they could see that some behaviours such as threats, blackmail could be more harmful than acts such as 'sharing' or 'liking' social media posts or prank comments on social media. As such, the association between cyber-bullying and an illegal or criminal offence was outcome dependant – that is, that it would be a criminal offence if the behaviour led to a consequence that they knew to be a crime (like something resulting in a death).

8 Research Question 3: Current Awareness of Penalties Involved

8.1 Perceived penalties or punishments for cyber-bullying

Quantitative findings

When asked what they thought the penalties or punishments for specific behaviours were, the responses were largely directly related to usage or warnings rather than harsher legal or criminal penalties.

The perceived penalties or punishments varied by the behaviour in question. The most likely action selected across all behaviours was being banned from social networks or websites (38%-58% for the listed behaviours) followed by police warning / good behaviour bond / possible criminal record (20%-55%) and confiscation of devices (26%-40%). Following this was expulsion from school (18%-37%), community service (18%-33%), paying a fine (14%-34%) and lastly getting arrested and going to jail/prison (7%-37%). That said there was some uncertainty around what the punishments or penalties would be depending on the behaviour with between 15-46% that indicated they were not sure of what it would be for the listed behaviours.

These varied by the type of behaviour with the actions most likely to garner the police warning / good behaviour bond / possible criminal record being blackmail around personal photos (54%) and menacing, harassing, offensive or threatening behaviour (55%). Blackmailing as well as account hacking were more likely to be seen to warrant getting arrested and going to jail / prison (37% and 29% respectively). There was higher uncertainty around the consequences of defamation or deliberate acts of exclusion (33% and 46% selected 'not sure' about penalties or punishments respectively).

The top perceived penalties or punishments (citing those above 30%) for each of the behaviours listed were as follows.

Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile

- Being banned from social networks / websites (58%)

- Police warning / good behaviour bond / possible criminal record (55%) – significantly higher than other behaviours

- Confiscation of devices (40%)

- Expulsion from school (36%) – significantly higher than other behaviours

Only 16% were not sure of what the penalties or punishments would be for being menacing, harassing, or offensive (or making threats) on the internet or on a mobile which was significantly lower than other behaviours suggesting higher expectations of consequences for this behaviour.

Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile

- Being banned from social networks / websites (54%) – significantly lower than other behaviours;

- Police warning / good behaviour bond / possible criminal record (54%) – significantly higher than other behaviours

- Confiscation of devices (38%)

- Expulsion from school (37%)

- Getting arrested and going to jail / prison (37%) – significantly higher than other behaviours

Only 15% were not sure of what the penalties or punishments would be for blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile which was significantly lower than other behaviours suggesting higher expectations of consequences for this behaviour.

Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission

- Being banned from social networks / websites (54%)

- Police warning / good behaviour bond / possible criminal record (42%)

- Confiscation of devices (35%)

- Paying a fine (money) (33%) – significantly higher than other behaviours

Around 1 in 5 (21%) were not sure of what the penalties or punishments would be for accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission which was significantly lower than other behaviours suggesting higher expectations of consequences for this behaviour. This is supported by the higher proportion of youth that saw getting arrested and going to jail / prison (29%) as a penalty or punishment for this behaviour compared to other behaviours.

Saying something untrue about someone on the internet / on a mobile

- Being banned from social networks / websites (45%)

- Police warning / good behaviour bond / possible criminal record (31%)

- Confiscation of devices (31%)

A third (33%) were not sure of what the penalties or punishments would be for saying something untrue about someone on the internet / on a mobile which was significantly higher than other behaviours suggesting lower expectations of consequences for this behaviour. This is supported by the lower proportion of youth that saw getting arrested and going to jail / prison (9%) as a penalty or punishment for this behaviour compared to other behaviours.

Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile

- Being banned from social networks / websites (38%) – significantly higher than other behaviours

Nearly half (46%) were not sure of what the penalties or punishments would be for deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile which was significantly higher than other behaviours suggesting lower expectations of consequences for this behaviour. This is supported by the lower proportion of youth that saw being banned from social networks / websites (38%), police warning / good behaviour bond / possible criminal record (20%), paying a fine (14%) or getting arrested and going to jail / prison (7%) as a penalty or punishment for this behaviour compared to other behaviours.

Posting or sharing unflattering or mean photos of someone online

- Being banned from social networks / websites (53%)

- Police warning / good behaviour bond / possible criminal record (38%)

- Confiscation of devices (35%)

Around a quarter (25%) were not sure of what the penalties or punishments would be for posting or sharing unflattering or mean photos of someone online.

Posting mean comments about someone / making fun of them on social media

- Being banned from social networks / websites (57%) – significantly higher than other behaviours

- Police warning / good behaviour bond / possible criminal record (32%) – significantly lower than other behaviours

- Confiscation of devices (32%)

Around a quarter (26%) were not sure of what the penalties or punishments would be for posting mean comments about someone / making fun of them on social media.

Figure 19: Perceived penalties or punishments (by behaviour)

Column %	Range (minimum and maximum for each behaviour)	Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission	Saying something untrue about someone on the internet / on a mobile	Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile	Posting or sharing unflattering or mean photos of someone online	Posting mean comments about someone / making fun of them on social media
Being banned from social networks / websites	Between 38% and 58%	58	54-	54	45	38-	53	57+
Police warning / good behaviour bond / possible criminal record	Between 20% and 55%	55+	54+	42	31	20-	38	32-
Confiscation of devices	Between 26% and 40%	40	38	35	31	26	35	32
Expulsion from school	Between 18% and 37%	36+	37	27	20	18	26	26
Doing community service	Between 18% and 33%	30	33	27	22	18	23	23
Paying a fine (money)	Between 14% and 34%	31	34	33+	20	14-	25	20
Getting arrested and going to jail / prison	Between 7% and 37%	24	37+	29+	9-	7-	16	9-
Not sure	Between 15% and 46%	16-	15-	21-	33+	46+	25	26
Column n	*-*	*1019*	*1019*	*1019*	*1019*	*1019*	*1019*	*1019*

Base: Children aged 10-17 years (n=1019)

Q25 What do you think the penalties or punishments are for [INSERT STATEMENT]

Of note is that police involvement is largely seen to involve more of an intervention role rather than the more serious consequences like arrest and jail time, as shown in Figure 20: Perceptions on penalties or punishments for specific behaviours (police involvement).

Figure 20: Perceptions on penalties or punishments for specific behaviours (police involvement)
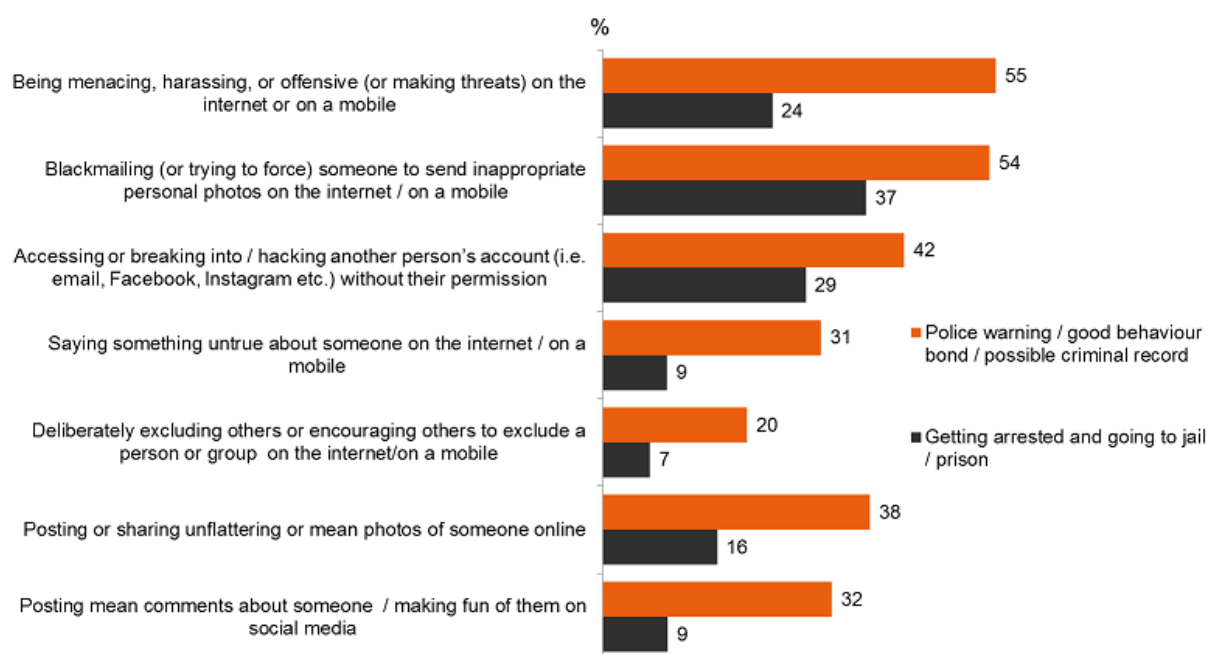
Base: Children aged 10-17 years (n=1019)

Q25 What do you think the penalties or punishments are for [INSERT STATEMENT]

When it comes to penalties or punishments for any of the behaviours tested, those who had experienced cyber-bullying or knew someone close to them who had, were more likely (than those who had not) to consider any of the listed consequences to be penalties or punishments. There were also some age differences but these did not fall out in any particular way of note.

Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile

When it comes to penalties or punishments for **being menacing, harassing, or offensive (or making threats) on the internet or on a mobile**, those who had experienced cyber-bullying or knew someone close to them who had, were more likely (than those who had not) to see community service (37%) or a police warning / good behaviour bond / possible criminal record (64%) to be punishments.

Males were more likely to see confiscation of devices (44%) to be a punishment for being menacing, harassing, or offensive (or making threats) on the internet or on a mobile compared to females (37%).

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Figure 21: Perceived penalties or punishments for being menacing, harassing, or offensive (or making threats) on the internet or on a mobile (by sub-group)

Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being banned from social networks / websites	58	57	61	57	60	56	63	56
Confiscation of devices	40	40	40	39	44+	37-	45	38
Paying a fine (money)	31	29	35	33	33	30	34	31
Doing community service	30	27-	35	31	31	29	37+	27-
Getting arrested and going to jail / prison	24	24	21	26	25	23	27	23
Police warning / good behaviour bond / possible criminal record	55	54	56	56	56	55	64+	52-
Expulsion from school	36	34	39	35	37	35	39	35
Not sure	16	17	17	15	16	17	10-	19+
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q25 What do you think the penalties or punishments are for [INSERT STATEMENT]

Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile

When it comes to penalties or punishments for **blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile**, those who had experienced cyber-bullying or knew someone close to them who had, were more likely (than those who had not) to see Being banned from social networks / websites (60%), getting arrested and going to jail / prison (43%), or doing community service (40%) to be punishments. Conversely, they were less likely to voice uncertainty over any punishment or penalty for this behaviour (9% Not sure).

Figure 22: Perceived penalties or punishments for blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile (by sub-group)

| Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being banned from social networks / websites	54	54	57	50	55	52	60+	52-
Confiscation of devices	38	39	39	36	38	38	43	36
Paying a fine (money)	34	34	32	34	35	32	37	32
Doing community service	33	32	35	32	32	33	40+	30-
Getting arrested and going to jail / prison	37	37	37	36	37	37	43+	35-
Police warning / good behaviour bond / possible criminal record	54	52	58	55	56	53	59	53
Expulsion from school	37	36	36	38	37	36	41	35
Not sure	15	14	16	14	14	15	9-	17+
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q25 What do you think the penalties or punishments are for [INSERT STATEMENT]

Accessing or breaking into / hacking another person's account (i.e. Email, Facebook, instagram etc.) without their permission

When it comes to penalties or punishments for **accessing or breaking into / hacking another person's account (i.e. Email, Facebook, instagram etc.) without their permission**, those who had experienced cyber-bullying or knew someone close to them who had, were more likely (than those who had not) to see being banned from social networks / websites (61%), confiscation of devices (40%) and paying a fine (money)(39%) to be punishments.

Those aged 14-15 years were more likely than other age groups to see being banned from social networks / websites (61%) and police warning / good behaviour bond / possible criminal record (49%) to be punishments for accessing or breaking into / hacking another person's account (i.e. Email, Facebook, instagram etc.) without their permission.

Figure 23: Perceived penalties or punishments for accessing or breaking into / hacking another person's account (i.e. Email, Facebook, instagram etc.) without their permission (by sub-group)

Accessing or breaking into / hacking another person's account (i.e. Email, Facebook, instagram etc.) without their permission Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being banned from social networks / websites	54	51	61+	52	56	52	61+	51-
Confiscation of devices	35	34	35	35	35	35	40+	33-
Paying a fine (money)	33	32	35	32	34	32	39+	31-
Doing community service	27	26	29	27	27	27	31	26
Getting arrested and going to jail / prison	29	29	28	28	29	28	31	28
Police warning / good behaviour bond / possible criminal record	42	39	49+	42	43	42	48	40
Expulsion from school	27	26	29	28	28	26	30	26
Not sure	21	22	19	21	19	23	17	23
Column n	1019	428	291	300	506	513	288	731

Base: Children aged 10-17 years (n=1019)

Q25 What do you think the penalties or punishments are for [INSERT STATEMENT]

Saying something untrue about someone on the internet / on a mobile

When it comes to penalties or punishments for **saying something untrue about someone on the internet / on a mobile**, those who had experienced cyber-bullying or knew someone close to them who had, were more likely (than those who had not) to see doing community service (31%) to be a punishment. Conversely, they were less likely to voice uncertainty over any punishment or penalty for this behaviour (28% Not sure).

Those aged 14-15 years were more likely than other age groups to see expulsion from school (26%) to be a punishment for saying something untrue about someone on the internet / on a mobile while 1617 year olds were less likely to say confiscation of devices (24%) to be a penalty for this offence.

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Figure 24: Perceived penalties or punishments for saying something untrue about someone on the internet / on a mobile (by sub-group)

Saying something untrue about someone on the internet / on a mobile Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being banned from social networks / websites	45	44	46	44	44	45	49	43
Confiscation of devices	31	34	31	24-	32	30	35	29
Paying a fine (money)	20	20	19	19	20	19	21	19
Doing community service	22	21	25	22	23	22	31+	19-
Getting arrested and going to jail / prison	9	9	8	11	11	8	10	9
Police warning / good behaviour bond / possible criminal record	31	32	31	29	29	33	35	29
Expulsion from school	20	18	26+	19	20	21	22	20
Not sure	33	32	33	36	34	33	28-	35+
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q25 What do you think the penalties or punishments are for [INSERT STATEMENT]

Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile

When it comes to penalties or punishments for **deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile**, those who had experienced cyber-bullying or knew someone close to them who had, were more likely (than those who had not) to see being banned from social networks / websites (44%) and doing community service (23%) to be punishments.

Figure 25: Perceived penalties or punishments for deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile (by sub-group)

Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile Column %	Totals	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being banned from social networks / websites	38	39	38	38	39	38	44+	36-
Confiscation of devices	26	26	28	24	27	25	29	25
Paying a fine (money)	14	14	12	14	13	14	14	13
Doing community service	18	18	20	18	21	16	23+	17-
Getting arrested and going to jail / prison	7	6	6	8	8	5	7	6
Police warning / good behaviour bond / possible criminal record	20	22	17	20	18	23	23	19
Expulsion from school	18	17	20	18	17	19	20	17
Not sure	46	45	46	48	45	47	42	48
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q25 What do you think the penalties or punishments are for [INSERT STATEMENT]

Posting or sharing unflattering or mean photos of someone online

When it comes to penalties or punishments for **posting or sharing unflattering or mean photos of someone online**, those who had experienced cyber-bullying or knew someone close to them who had, were more likely (than those who had not) to consider the confiscation of devices (42%) and doing community service (33%) to be punishments. Conversely, they were less likely to voice uncertainty over any punishment or penalty for this behaviour (19% Not sure).

Males were more likely than females to believe that getting arrested and going to jail/prison was a punishment or penalty for this behaviour (19%).

Figure 26: Perceived penalties or punishments for posting or sharing unflattering or mean photos of someone online (by sub-group)

Posting or sharing unflattering or mean photos of someone online Column %	Totals	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being banned from social networks / websites	53	50	57	55	56	50	57	52
Confiscation of devices	35	35	38	33	38	33	42+	33-
Paying a fine (money)	25	25	27	24	24	26	29	24
Doing community service	23	22	26	24	24	23	33+	20-
Getting arrested and going to jail / prison	16	17	17	13	19+	13-	18	15
Police warning / good behaviour bond / possible criminal record	38	36	38	41	38	37	40	37
Expulsion from school	26	24	29	26	25	26	29	25
Not sure	25	27	23	23	23	27	19-	27+
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q25 What do you think the penalties or punishments are for [INSERT STATEMENT]

Posting mean comments about someone / making fun of them on social media

When it comes to penalties or punishments for **posting mean comments about someone / making fun of them on social media**, those who had experienced cyber-bullying or knew someone close to them who had, were more likely (than those who had not) to consider a police warning / good behaviour bond / possible criminal record (40%) or community service (30%) to be punishments.

Figure 27: Perceived penalties or punishments for posting mean comments about someone / making fun of them on social media (by sub-group)

Posting mean comments about someone / making fun of them on social media Column %	Totals	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being banned from social networks / websites	57	57	63	52	58	57	59	57
Confiscation of devices	32	32	35	31	32	32	37	31

Posting mean comments about someone / making fun of them on social media Column %	Totals	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Paying a fine (money)	20	20	21	19	19	20	21	19
Doing community service	23	23	23	22	24	22	30+	20-
Getting arrested and going to jail / prison	9	9	8	9	10	9	11	8
Police warning / good behaviour bond / possible criminal record	32	31	33	34	30	35	40+	30-
Expulsion from school	26	26	26	24	25	26	29	24
Not sure	26	25	25	27	26	25	22	27
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q25 What do you think the penalties or punishments are for [INSERT STATEMENT]

Qualitative findings

When it came to the various punishments, the views expressed in the qualitative research were:

- Expulsion: this was seen to be a bad outcome of cyber-bullying, but ultimately one that could be dealt with. Problematically it is not seen to be a realistic outcome as only a few had any evidence for this happening. As such it is not a credible deterrent for many. Suspension is also not a significant deterrent. The actual concern about these punishments is that parents would get involved and this is not a desirable outcome for young people.

- Being fined (e.g. $1000): this was seen to be a lot of money and would necessarily involve parents. As such it has some deterrent effect, but it is also somewhat intangible for young people given they are financially dependent on their parents.

- Criminal charges (e.g. jail): contemplating criminal charges or potentially going to 'juvie' is scary. However, there is no real understanding of what it might mean, how it might affect people, what behaviours would lead to these. In addition the lack of any evidence of this happening to young people means it very quickly loses any initial impact.

- Good behaviour bonds: these are an unknown quantity for many and there is also a lack of evidence for them as being a consequence of cyber-bullying or indeed any other types of behaviour.

- Community Service: this is not seen to be a very serious or negative outcome, but rather more of an inconvenience and irritation. There is some sentiment that this is a suitable rehabilitation outcome.

- Attending counselling: this was not known as a consequence of cyber-bullying and was not a deterrent either. Like community service, there is some sentiment that this is a suitable course of rehabilitation.

Young people's perception of the actual punishment that would be handed down if people were caught cyber-bullying was that it would be highly dependent on a variety of factors. These would include the action, the severity of the action, the frequency, the intention of the bully, the reaction of the victim and what other parties were involved. Young people were aware that certain types of behaviour would incur greater penalties than others (e.g. threatening behaviour is worse than teasing or making comments about physical appearance). However, there was no clear sense of how different behaviours would be dealt with. The overarching notion was that threats of physical violence and sexual harassment would be dealt with more seriously than instances of mental or verbal abuse.

Should young people become more educated about the potential criminal punishments for cyber-bullying, backed up by evidence of these being enforced, then young people felt that they would act as a strong deterrent. However, the key issue here is that they need to see evidence in their local areas of this happening. While stories of teenagers in other cities and states have some initial impact, it is easily dismissed and forgotten. They need to see and hear stories of teenagers in their schools, nearby areas, or closer towns and cities getting in trouble with the law as a result of cyber-bullying. This will increase the sense that such punishments are a realistic outcome and thereby a more effective deterrent.

This was demonstrated when discussing the examples of cyber-bullying being treated as a criminal offence. The initial reactions on hearing that the maximum penalties can be several years in prison and that people have been charged over their behaviours were quite noticeable. Young people in the groups were visibly taken aback and startled by the information. However, this initial impact quickly dissipated as between them participants discussed if they had ever heard of these kinds of punishments being meted out. Participants soon commented that they did not feel it was likely that a person would be caught and charged for cyber-bullying as from their experience this was not a likely outcome. In addition, the young people felt that they would have to see a tangible change in how people behaved online as a result of these negative consequences in order for their own behaviour to be impacted. Given that behaviours are governed by social norms, as well as by fear of negative consequences, a change in those norms would need to accompany increasing clarity on what the negative consequences are and evidence of these being enforced.

8.2 Perceived length of term/sentence for cyber-bullying

Among those in the quantitative survey who selected that arrest and jail / prison time was a penalty or punishment there was a high level of uncertainty (27%, don't know) about what the term or sentence for such acts would be. Most that attributed a length of sentence thought it would be for up to 2 years maximum (38% up to one year, 48% up to two years). This would suggest that many are guessing rather than being well informed about this area, consistent with the qualitative research.

The acts which were seen to warrant the longest jail terms (more than 2 years) were:

- Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile (26%); and

- Accessing or breaking into / hacking another person's account without their permission and Posting or sharing unflattering or mean photos of someone online (20% respectively).

Figure 28: Perceived length of term /sentence for cyber-bullying

Column %	Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	Accessing or breaking into / hacking another person's account without their permission	Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	Posting or sharing unflattering or mean photos of someone online	Saying something untrue about someone on the internet / on a mobile	Posting mean comments about someone / making fun of them on social media	Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile
Up to a year total	38-	43	49	42	49	51	57
Up to 2 years total	48-	54	58	57	62	64	70
More than 2 years	26+	20	12-	20	13	17	10
Don't know	27	26	30	23	25	20	20
Column n	*387*	*291*	*248*	*164*	*94*	*94*	*65*

Base: Children aged 10-17 years (n=1019) who think getting arrested and jail time is a possible punishment

Q25A. And how long do you think the jail sentence is for [INSERT BEHAVIOUR]?

Note: sample sizes for individual behaviours would be too low for reporting by sub-group and as such have not been analysed.

Qualitative findings

Qualitatively, when asked directly about how long a cyber-bully might spend in jail, most assumed short durations of a few months to a year at most (when not related to a serious consequence of death etc). Beyond finding the possibility of jail time to be quite an unexpected and surprising punishment, they currently don't see acts of cyber-bullying to result in long jail terms (if at all). This is in part due to low awareness of specific laws around cyber-bullying but as well low experience and therefore evidence of jail time being an outcome of cyber-bullying.

8.3 Perceived likelihood of enforcement

Quantitative findings

There was low perceived likelihood that cyber-bullies would be charged by the police. Half (50%) felt that cyber-bullies would be charged only a quarter of the time or less often, while around one in five (22%) were not sure. Just over 1 in 10 (12%) thought they would never be charged. This reflects the qualitative findings that police intervention was rare and only in extreme circumstances, hence the low spontaneous mention of police or legal intervention for cyber-bullying.

This will be a key impact measure to track over the life of any campaign that attempts to raise community and youth awareness of the legal implications and penalties around cyber-bullying. If this measure fails to move in the right direction, it would follow that any behavioural impact is likely to be only temporary.

Those who had personally, or knew someone close who had experienced cyber-bullying were more likely to think that police would charge cyber-bullies less often as in a quarter of the time or less (56% vs. 48% for those who hadn't). Females were more likely to be less sure (25% not sure) while males were more likely to think cyber-bullies would be caught less often than a quarter of the time (37%). Older youth aged 16-17 years were more likely to think cyber-bullies would be charged less often than a quarter of the time compared to other age groups (41% vs. 29%-31%).

Figure 29: Likelihood of police charging cyber-bullies

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Half of the time or more (total)	**20**	**19**	**22**	**18**	**19**	**20**	**17**	**20**
Quarter of the time or less (total)	**50**	**49**	**48**	**55**	**53**	**48**	**56+**	**48-**
Every time they do it	9	9	6	11	8	9	5-	10+
Most of the time	6	7	5	5	6	6	5	6
Half of the time	5	4	11+	2-	5	6	7	5
Less than half of the time	9	9	8	8	11+	7-	10	8
A quarter of the time	5	6	4	4	3	7+	5	5
Less often	33	31	29	41+	37+	29-	36	32
Never	12	12	15	10	12	12	15	11
Not sure	22	23	23	18	18-	25+	16-	23+
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years

Q19. How often do you think a cyberbully will get charged by the police?

9 Research Question 4: The Level to which Survey Participants Understand the Current Cyber-Bullying Laws and Penalties

While there is an appreciation that cyber-bullying could be a criminal offence punishable by law with penalties applicable to youth under the age of 18 years, there is currently significant uncertainty and confusion around this area. The research would indicate that there are low levels of understanding among youth of the current cyber-bullying laws and penalties. Much of the knowledge appears to be based on guesses or assumptions rather than on specific education or knowledge.

This is due to a number of factors:

- lack of definitive understanding about over what behaviours constitute cyber-bullying;

- low levels of discussion communicating that cyber-bullying could be a criminal and chargeable offence as identified in the qualitative discussions;

- uncertainty around what acts could constitute 'a crime' and in what circumstances;

- low perceived involvement and enforcement by police authorities based on current experiences and observations; leading to

- inconsistent knowledge and expectations of punishments and penalties, typically managed within schools and social networks.

As it stands many of the youth in the qualitative discussions talked about being disinclined to cyber-bully for reasons not related to it being a criminal offence, or the possibility of legal penalties arising as a result of it. Reasons not to cyber-bully centred on:

- a sense that it is simply 'wrong'

  – that harassment, be it online or offline, or their peers was not behaviour to be endorsed, and was something which their parents (and schools) had taught them was unacceptable

  – young people did not talk about cyber-bullying being unethical or immoral (they did not use such social constructs to identify different types of behaviour), but used more simple language such as it being 'bad', 'unacceptable', 'not a nice thing to do' and 'naughty'

- wanting to avoid getting into trouble

- some youth reported that their parents are on Facebook and can therefore monitor or see their actions. This acted as a significant disincentive to behave in ways of which their parents would disapprove

- younger participants in particular had a greater fear of getting in trouble with their parents

- there was a desire to avoid becoming embroiled in cyber-bullying, and on-going confrontations among or across peer groups.

Lack of definitive understanding about over what behaviours constitute cyber-bullying

Youth's perception of the various behaviours as being 'cyber-bullying' ranged from (58% for accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission to 92% for being menacing, harassing, or offensive (or making threats) on the internet or mobile). A notable proportion also saw the tested behaviours to be situation dependant (5% for being menacing, harassing, or offensive (or making threats) on the internet or mobile) to 26% for deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile') with an additional 2%-9% who were not sure.

Figure 30: Behaviours perceived to constitute cyber-bullying
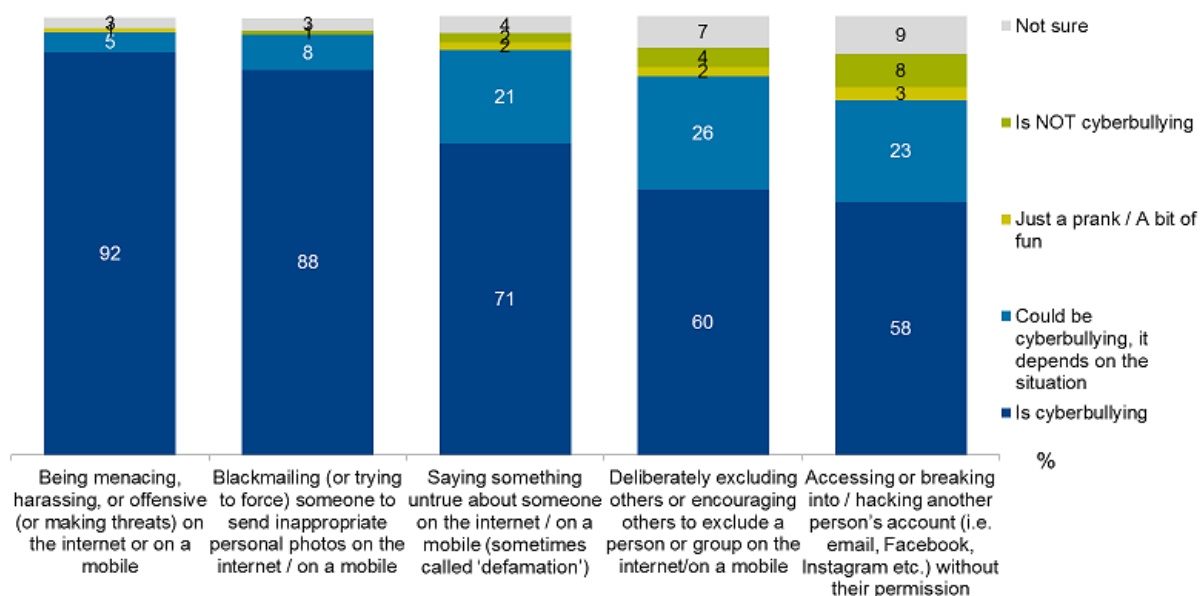
Base: Children aged 10-17 years (n=1019)

Q9. How would you describe each of the following…?

Low levels of education and discussion that cyber-bullying could be a criminal offence

Within the quantitative survey, there was a large gap (30%) between the universal awareness of 'cyberbullying' (93%) and the level of knowledge that cyber-bullying could be an offence punishable by law (63%), see below quantitative findings relating to understanding that cyber-bullying could be criminal offence. That is, only 2 in 3 youth were aware that cyber-bullying could be a criminal offence. It is worth noting that while 63% is a relatively high proportion, it is potentially overestimates true knowledge or awareness of cyber-bullying as a criminal offence as it was a direct and prompted question. The qualitative discussions suggested that this link was very low and certainly not top of mind for youth in Australia.

Figure 31: Summary of quantitative findings relating to understanding that cyber-bullying could be criminal offence

Q5. Have you heard of the term 'cyberbullying'?

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Yes	93	89-	96+	98+	94	92	99+	91-
Column n	1019	428	291	300	506	513	288	731

Q13-Do you think cyber-bullying is an offence punishable by law (i.e. a crime)?

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Yes	63	59-	66	70+	61	65	64	63
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years

Uncertainty around what acts would constitute 'a criminal offence' and in what circumstances

Qualitative discussions suggested that while youth could identify specific behaviours that constituted cyber-bullying they were less knowledgeable or certain about which acts constituted a criminal offence (if at all) due to their outcome-dependant association with cyber-bullying and it being a potential crime. That is, when introduced to the idea that cyber-bullying could be a criminal offence, they would judge it based on the seriousness of the consequences, not the specific behaviour or act in question.

In the quantitative survey there were marked differences in the acts or behaviours youth classified to be 'definitely a crime'. As shown in Figure 32: Summary of quantitative findings relating to the

understanding the current cyber-bullying laws in terms of acts could constitute 'a criminal offence' and in what circumstances, youth were more inclined to perceive acts of blackmailing, accessing or breaking into/hacking accounts and being menacing, harassing, or offensive (or making threats) as acts that would constitute a 'crime' (from 69%-83%). They were much less likely to see acts involving defamation or saying something untrue or acts of exclusion (18%-26%) to be considered a criminal offence.

In fact a high proportion were unsure about how to classify any of the tested behaviours by saying they were 'unsure' or that it 'could be depends on the situation' (ranges from 16%-65% across behaviours). This was particularly prevalent for acts of defamation or saying something untrue (65% 'could be depends on the situation' or 'unsure') and acts of exclusion (59%). This was also the case for some of the other behaviours where 16%-29% selected 'could be depends on the situation' or 'unsure' for blackmailing, accessing or breaking into/hacking accounts and being menacing, harassing, or offensive (or making threats).

Figure 32: Summary of quantitative findings relating to the understanding the current cyber-bullying laws in terms of acts could constitute 'a criminal offence' and in what circumstances

Q16-How would you describe each of the following behaviours…?-Definitely a crime

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	69	70	69	68	67	72	70	69
Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	83	80	87+	83	81	85	84	83
Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission	73	74	75	70	70-	77+	71	74
Saying something untrue about someone on the internet / on a mobile	26	26	24	28	25	27	29	25
Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile	18	17	17	19	19	16	22	16
Column n	1019	428	291	300	506	513	288	731

Q16-How would you describe each of the following behaviours…? -Could be depends on the situation / Not sure

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	29	29	29	31	32	27	30	29
Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	16	18	12-	16	18	14	15	17
Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission	25	24	24	28	29+	21-	26	25
Saying something untrue about someone on the internet / on a mobile	65	65	69	63	67	63	62	66
Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile	59	61	61	53-	57	61	56	60
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years

Low perceived involvement and enforcement by police authorities based on current experiences and observations

Qualitative discussions indicated that cases of cyber-bullying were typically managed through the school system and rarely escalated beyond the school or social walls. As such, management tended to be on a case-by-case basis, rarely involving police intervention. This was confirmed in the quantitative survey (see Figure 33: Summary of quantitative findings relating to channels for reporting and advice and likelihood of enforcement) where youth would typically seek counsel with family or schools if they were being cyber-bullied or heard of someone else being cyber-bullied (90% and 75% respectively). This was much more prevalent than seeking help from police (36%). While they could see that police and the legal system were bodies that could do something about cyber-bullies (72% said police, 59% law courts), youth were not confident that police would enforce or charge cyber-bullies with half (50%) who felt that a cyber-bully would get charged by the police a quarter of less of the time. Qualitatively, this was explained by the fact that few had been exposed to police or witness police involvement for cyber-bullying cases. That said when prompted they could vaguely recall cases which had received media attention and were not surprised when told about the

outcomes given the seriousness of the cases. That said, even these cases did not necessarily result in 'jail time' and as such reflect youth's low expectation of police or legal intervention.

That said, when directly prompted the majority (69%) felt that if there was legal punishment for cyber-bullying it would apply to all age groups including minors. Findings in the qualitative research suggested that they would see punishments to be less 'severe' for minors.

Figure 33: Summary of quantitative findings relating to channels for reporting and advice and likelihood of enforcement

Q11. And if you were being cyber-bullied, or heard of someone else being cyber-bullied, would you go to the following for help or to let them know?-Yes

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Family (parents, siblings) (total)	90	92+	88	88	89	91	84-	92+
School (teachers, counsellor, principal) (total)	75	78+	72	70-	71-	78+	71	76
Support services (cyberbullying website, helplines) (total)	52	48-	52	58+	49	54	55	50
The police	36	34	37	40	35	37	36	36
Other parents (victim, bully) (total)	35	36	32	35	36	33	34	35
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Q12. And, in your opinion, which of the following can do something about a cyber-bully?

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
The police	72	72	70	75	71	74	69	74
Law courts	59	57	60	63	57	61	61	59
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Q19-How often do you think a cyber-bully will get charged by the police?

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Half of the time or more (total)	20	19	22	18	19	20	17	20
Quarter of the time or less (total)	50	49	48	55	53	48	56+	48-
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Q14-And do you think legal punishment for cyber-bullying applies…?
(Base: Children aged 10-17 years who think cyber-bullying is an offence punishable by law)

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
To all age groups	69	68	68	74	70	69	73	68
Only for adults aged 18 years and over	3	2	4	4	3	4	5	3
Only for people aged 15 years and over	5	4	8	3	5	5	5	5
Only for people aged 10 years and over	3	2	4	2	3	3	3	3
There are legal penalties for cyberbullying but I'm not sure who they would apply to	20	23	17	17	19	20	15	21
Column n	*661*	*259*	*199*	*203*	*319*	*342*	*189*	*472*

Inconsistent knowledge and expectations of punishments and penalties, typically managed within schools and social networks

Qualitative discussions indicated a range of punishments or penalties related to acts of cyber-bullying with no consistent or firm knowledge about what happens and when. They ranged from no action taken to social exclusion, self-management through resilience, counselling, reporting to parents, being banned or removed from websites or social networks, confiscation of devices (by parents or schools), suspension or in more serious cases expulsion but rarely any legal consequences. Formal

consequences of cyber-bullying were typically seen to be case-by-case and dependant on what the school deemed to be appropriate.

The quantitative research confirmed this as shown in Figure 34: Summary of perceived penalties or punishments by behaviour and potential term of jail/prison, where different punishment or penalties were assigned to different behaviours. Banning from social networks was the most likely consequence while more legal or criminal penalties or punishments involving fines, arrest with jail/prison time, or community service were less likely to be seen as consequences. That said, when prompted a high proportion (between 20%-55%) selected police warning / good behaviour bond / possible criminal record for any of the behaviours although there may be some over-claim due to the prompted nature of the question. This may reflect a desire to see this rather than educated knowledge about what currently is occurring. A high proportion were not sure what the consequences would be for the different behaviours which ranged from 15%-46%. For more detailed discussion on this area see 8.1 Perceived penalties or punishments for cyber-bullying. Additionally, for those who agreed that police arrest and jail/prison time was a punishment for cyber-bullying most felt it would vary by the type of act involved with most seeing a maximum term of 2 years, from 48%-70% compared to 10%-26% who saw the potential term to be more than 2 years as shown in Figure 34: Summary of perceived penalties or punishments by behaviour and potential term of jail/prison. Additionally a high proportion (20%-30%) were not sure ('don't know') what it would be, further suggesting a lack of understanding on specifics about the law and legal penalties for cyber-bullying.

Figure 34: Summary of perceived penalties or punishments by behaviour and potential term of jail/prison

Q25 What do you think the penalties or punishments are for [INSERT STATEMENT]

Column %	Range (minimum and maximum for each behaviour)	Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission	Saying something untrue about someone on the internet / on a mobile	Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile	Posting or sharing unflattering or mean photos of someone online	Posting mean comments about someone / making fun of them on social media
Being banned from social networks / websites	Between 38% and 58%	58	54-	54	45	38-	53	57+
Police warning / good behaviour bond / possible criminal record	Between 20% and 55%	55+	54+	42	31	20-	38	32-
Confiscation of devices	Between 26% and 40%	40	38	35	31	26	35	32

Column %	Range (minimum and maximum for each behaviour)	Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission	Saying something untrue about someone on the internet / on a mobile	Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile	Posting or sharing unflattering or mean photos of someone online	Posting mean comments about someone / making fun of them on social media
Expulsion from school	Between 18% and 37%	36+	37	27	20	18	26	26
Paying a fine (money)	Between 14% and 34%	31	34	33+	20	14-	25	20
Getting arrested and going to jail / prison	Between 7% and 37%	24	37+	29+	9-	7-	16	9-
Doing community service	Between 18% and 33%	30	33	27	22	18	23	23
Not sure	Between 15% and 46%	16-	15-	21-	33+	46+	25	26
Column n	-	1019	1019	1019	1019	1019	1019	1019

Q25A. And how long do you think the jail sentence is for [INSERT BEHAVIOUR]?
(Base: Children aged 10-17 years (n=1019) who think getting arrested and jail time is a possible punishment)

Column %	Range (minimum and maximum for each behaviour)	Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission	Saying something untrue about someone on the internet / on a mobile	Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile	Posting or sharing unflattering or mean photos of someone online	Posting mean comments about someone / making fun of them on social media
Up to a year total	Between 38% and 57%	38-	43	49	42	49	51	57
Up to 2 years total	Between 48% and 70%	48-	54	58	57	62	64	70
More than 2 years	Between 10% and 26%	26+	20	12-	20	13	17	10
Don't know	Between 20% and 30%	27	26	30	23	25	20	20

Column %	Range (minimum and maximum for each behaviour)	Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile	Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile	Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission	Saying something untrue about someone on the internet / on a mobile	Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile	Posting or sharing unflattering or mean photos of someone online	Posting mean comments about someone / making fun of them on social media
Column n	-	*387*	*291*	*248*	*164*	*94*	*94*	*65*

Base: Children aged 10-17 years (n=1019)

10 Implications for Future Communications around Cyber-Bullying as a Criminal Offence

10.1 Perceived impact of the knowledge of cyber-bullying as a criminal offence on cyber-bullying behaviour

Quantitative findings

The knowledge that cyber-bullying can be considered a crime with serious consequences such as a criminal record or potential jail term was seen to be a deterrent for bullies, though the degree of impact varied. More than 4 in 5 (81%) felt it would have some positive impact on making them think more or reduce / stop cyber-bullying while only 10% felt it would have no impact. Encouragingly 2 in 5 (42%) felt it would have the impact of reducing or stopping cyber-bullying completely. Some 15% felt it would stop that person cyber-bullying entirely and a further quarter felt they would reduce these behaviours (26%). Four in ten (39%) felt it would make them think more about it but that they would continue to do it.

Those aged 14-15 years were less likely than other age groups to believe that it could reduce cyber-bullying (35%) Those aged 10-13 years were more likely than other age groups to feel it could stop individuals cyber-bullying completely (18%).

Qualitative research suggested that this questioning of the likely impact could be due to current experiences of the low level of enforcement (as supported by the quantitative research on likelihood of being charged). Many felt that preventative measures such as education or counselling would be as important.

Figure 35: Reported impact of knowledge of cyber-bullying as an offence with criminal implications on cyber-bullying behaviour

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
They would stop cyber-bullying completely / less people or only some people	42	45	35-	43	44	40	39	43
They would stop cyber-bullying completely / less people or only some people / would think more before they cyber-bully someone but would still probably do it	81	82	79	81	81	81	81	81

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
They would stop cyber-bullying completely	15	18+	11	14	17	14	13	16
They would cyber-bully less people or only some people	26	26	23	29	27	26	26	26
They would think more before they cyber-bully someone but would still probably do it	39	37	44	38	37	41	42	38
It would not change them at all	10	9	12	11	11	10	13	10
Not sure	9	8	9	8	8	9	6	9
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q20. If cyber-bullies knew that cyberbullying can be considered a crime (and can have serious consequences such as a criminal record or a potential jail term), how do you think this would change their behaviour?

10.2 Appropriate channels for disseminating information about cyber-bullying about cyber-bullying as an offence under several different laws

Quantitative findings

The quantitative survey identified two main means of disseminating information about cyber-bullying as an offence under several different laws, via schools (93%) and the media (66%). The main source is schools, particularly through talks from the police (63%) or teachers (49%). The qualitative research indicated that while less important for older youth as an information source, 10-13 year olds were particularly interested in hearing from teachers on this topic.

Given youth are familiar with hearing about the topic from teachers and principals, to ensure cut-through and build credibility, it is evident that formal authorities like the police have an important role in disseminating this information first hand.

Collateral in the form of videos / films (33%) as well as posters (32%) or guest speakers from organisations specialising in bullying (33%) or from kids/families who have been bullied (28%) were also seen to be appropriate sources of information within the school arena.

In terms of media, ads on social media (Facebook, YouTube) were the third most popular channel (40%) along with ads on TV (39%).

While there were some differences between different audience groups, these largely reflected a higher preference for delivery via schools (teachers, collateral or kids / families of those who have been bullied giving talks) among 10-13 year olds (consistent with the qualitative research). Meanwhile 14-17 year olds had an even higher preference for media delivery such as via ads on social media.

Figure 36: Top channels for information / education dissemination

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
Via schools (total)	93	95+	91	91	93	92	96+	92-
Via media (total including news programs)	70	64-	75	77+	71	69	74	69
Via media (total)	66	59-	71	74+	67	64	72+	64-
The police – coming to talk to you at school	63	63	61	67	64	63	65	63
School teachers	49	55+	43-	44-	49	49	49	49
Ads on social media (i.e. Facebook ads of pages, You Tube)	40	33-	49+	45	42	38	51+	36-
Ads on TV	39	38	35	43	39	39	37	40
Videos / Films to be shown at school	33	38+	29	27-	32	34	27-	35+
Guest speakers from organisations that deal with bullies	33	32	35	31	32	33	36	32
Posters at school, in the classroom	32	36+	31	26-	32	33	28	34
Kids / families of those who have been bullied – coming to talk to you at school	28	32+	27	20-	24-	31+	30	27
School counsellors	25	24	25	28	25	25	26	25
Ads on YouTube	24	18-	31+	26	25	22	31+	21-
Cyber-bullies or their families – coming to talk to you at school	19	19	19	20	18	20	21	18
Handouts / Flyers at school	18	17	17	19	19	16	19	17
News programs	15	14	14	18	16	13	13	16

Column %	Total	10-13 year olds	14-15 year olds	16-17 year olds	Male	Female	Exp. Cy-B	Not exp. Cy-B
The Government	15	15	12	18	15	15	18	14
Workshops or social media campaigns run by other young people	12	10	14	12	12	11	13	11
Online game	7	8	6	6	10+	5-	7	7
Other guest speakers at school (please tell us who…)	1	2	1	1	1	2	1	1
Other (please tell us more…)	0	0	0	1	1	0	1	0
Not sure	3	3	3	2	2	3	0-	4+
Column n	*1019*	*428*	*291*	*300*	*506*	*513*	*288*	*731*

Base: Children aged 10-17 years (n=1019)

Q21. As cyberbullying can be considered an offence under several different laws, how do you think young people should be made aware of this?

Qualitative research

Young people felt that the key to successfully communicating with them about cyber-bullying being a crime would be to ensure that the communications are backed up by credible evidence of enforcement (preferably in their local area). There is a sense that communications on this issue will have an initial impact as it is 'new news' and of a very serious nature. However, this initial impact needs to be sustained through action and enforcement 'closer to home'.

Young people spontaneously talked about a variety of appropriate channels (largely consistent with the outcomes of the quantitative research). These included:

- Talks at school from the police: this would mean the information is delivered by those who are going to enforce the rules, thereby giving the information extra credence. It will also reinforce the serious nature of the communication. This seems to be an avenue through which young people have retained a large amount of information and through which they hear about examples of behaviours, consequences and outcomes which they may otherwise not hear about.

- Un-skipable ads on YouTube: the findings indicate this is the most commonly used entertainment vehicle and while ads are usually ignored if ads can be made un-skipable, and attached to the right videos, then the subject matter will grab their attention given it will be instantly relevant and *in situ*.

- Through their social networks: increasingly social networks themselves, especially Facebook, are communicating with their users and young people felt that this would present an

opportunity for the platforms to make clear their stance on this issue. It could also be an opportunity to provide evidence of social networks playing a role in uncovering cyber-bullies. This will truly bring enforcement home for many and make them question what they do on a continuous basis. The young audiences need to be engaged in an appealing way that captures their attention, not through text heavy disclaimers which are skipped over.

Victims and perpetrators of cyber-bullying: as mentioned, evidence is a key aspect for establishing believability. Young people need to feel that the consequences of being bullied and of being a bully are real. There was an interest to hear from both victims and reformed bullies (as well as their families) to personalise the issue and bring it home / to the school.

11   Recommendations

There is a ***clear role for further communications and education*** to youth around current (and potentially future) laws and penalties relating to cyber-bullying for minors. Specifically, messages and education need to focus on communicating:

1.   That the act of cyber-bullying and specific behaviours relating to cyber-bullying can be considered an offence that is punishable by law;

2.   Which behaviours constitute a criminal offence and in what circumstances; and

3.   The penalties and punishments that apply.

There are two main channels for disseminating information about cyber-bullying as an offence under several different laws:

1.   Schools-including talks from the police, teachers, principals and supporting collateral in the form of videos, posters or guest speakers from cyber-bullying associations or families who have experienced cyber-bullying; and

2.   Media-ads on social media such as Facebook, YouTube and potentially a TV or mass media campaign.

Given youth are familiar with hearing about the topic from teachers and principals, to ensure cut-through and build credibility; it is evident that formal authorities like the police have an important role in disseminating this information first hand.

To ensure there is *an **impact on behaviour of youth***, as a result of knowing and understanding cyber-bullying to be a criminal offence, two prerequisites exist when it comes to addressing youth perceptions and awareness of the issue.

•   First, the expectation that police only become involved in extremely serious cases (e.g. something involving actual physical violence, sexual abuse or something resulting in a death) needs to be addressed.

•   Second, youth perception (largely rooted in reality) of the low likelihood of cyber-bullies being apprehended must be addressed.

By lifting youth perceptions of both the likelihood of police being involved *and* apprehending the perpetrator (in more 'general' cases of cyber-bullying), knowledge of the law and associated penalties will serve as deterrents to cyber-bullies and thereby lower the likelihood of young people engaging in cyber-bullying.

That said, a supplementary model which is less fear-based, and advocated by youth, would involve ensuring a consistent and clear support system that works to build resilience and more conscious

online behaviour, utilising education and counselling services within schools and from related networks. This is also recommended alongside efforts to inform youth about the criminal and legal implications of cyber-bullying.

Appendix A: Quantitative Survey

5181 Questionnaire

Sample	Minimum quota / interview numbers
Total	**1000**
By sex (male, female each)	**400**
By age (per age group)	**200**
Major Cities of Australia	**550**
Inner Regional Australia	**125**
Outer Regional / Remote / Very remote	**50**
Government	**500**
Catholic	**170**
Independent / Other Non-Government	**120**

Introduction

Hello,

Today we are conducting a survey on behalf of the Australian Government about cyber-bullying. It is an important study that could impact Australian law when it comes to cyber-bullying and youth.

We are specifically looking to speak to youth aged 10-17 years old to participate in this survey to help us understand what youth know about cyber-bullying. We will ask questions about what they think is cyber-bullying and if they know of any laws or penalties for cyber-bullying.

The survey is strictly confidential and their answers will be used for statistical purposes only.
We are sure they will find it interesting.

Please answer by checking the boxes as you go. After you have answered each question, please click on the "Next" button at the bottom of each survey page-don't just hit the "Enter" key!

You can suspend the survey at any time and finish it at a later time by closing the browser.

(Click on the original link to re-start where you left off).

If you want to quit the survey, please simply close the window.

Please click "Next" to start the survey...

Screener for Parents

S 1. Is there a child/adolescent aged 10-17 years old living in your household, who is available to complete this survey?

Please select one of these.

Option	ID
Yes, available to complete survey now	01
No, unavailable at present but will be available at a later time	02
No, I do not want my child/adolescent to participate in this survey	03

IF CODE 3, TERMINATE.
ELSE, CONTINUE.

Thank you for agreeing to ask your child/adolescent if they wish to participate. Before you hand over to your child, we have a few questions about your household and your child.

S 2. Where do you live? …. (PARENT)

Please select one of these.

1.   Sydney
2.   NSW not Sydney
3.   Melbourne
4.   VIC not Melbourne
5.   Brisbane
6.   Queensland not Brisbane
7.   Perth
8.   Western Australia not Perth
9.   Adelaide
10.   South Australia not Adelaide
11.   ACT
12.   Hobart
13.   Tasmania not Hobart
14.   Darwin
15.   Northern Territory not Darwin

S2a. And would you describe the area you live as…? (PARENT)

Please select one of these.

1. Metropolitan / Urban
2. Regional town
3. Rural or remote

S 3. Which of the following best describes your household? (PARENT)

Please select one of these.

1. Couple with child/children
2. Single with child/children
97 Other (specify)

S 4. Does anyone in your household speak a language other than English at home? (PARENT)

Please select one of these.

1. Yes
2. No
99 I prefer not to answer

S 5. Which of the salary brackets does your total annual household income fall into, (gross, before tax)? (PARENT)

Please select one of these.

1. Under $29,999
2. $30,000 to $69,999
3. $70,000 to $109,999
4. $110,000 and above
98. Don't know
99.

Now, thinking about your child who is aged 10-17 years old who may complete the survey…

S 6. How old are they? (PARENT)

Please select one of these.

1. 10

2.   11

3.   12

4.   13

5.   14

6.   15

7.   16

8.   17

99.   None of these [THANK AND CLOSE (TERMINATE)]

S 7. Are they…?(parent)

Please select one of these.

1.   Male

2.   Female

S 8. And what type of school do they attend? (PARENT)

Please select one of these.

1.   A Government school

2.   An Independent school

3.   A Catholic school

97.   Other (specify)

99.   Not sure

IF S1=2 (CHILD NOT AVAILABLE AT PRESENT)

We would definitely like to include the views of your child/adolescent in this research. Please now close this survey by clicking "X" in the browser window, and return to the link later when the child/adolescent is available to take the survey.

IF S1=1 (CHILD AVAILABLE AT PRESENT)

Please now ask the child/adolescent aged 10-17 years old to come to the computer for them to complete the remainder of this survey.

We would like for your child to answer with their full attention and are free to give their own opinions. However, you are very welcome to stay with your child while they answer if you or they prefer.

Introduction to Youth

Hello. Would you take a few minutes to complete the following survey for us? It's about the internet and how people use it.

It will only take around 10 minutes. Your answers will be kept private and confidential. It is a very important project and your participation would be really appreciated.

If at any time, you don't feel comfortable answering the questions, you can stop the survey.

AT THE BOTTOM OF EVERY SCREEN **Q1 → Q24a INCLUSIVE**, PLEASE DISPLAY THE FOLLOWING HYPERLINK: For cybersafety help and advice, visit www.cybersafetyhelp.gov.au

- **SCREENING QUESTIONS TO CHECK QUALIFICATION AND COLLECT PROFILING INFORMATION (AGE, LOCATION, SCHOOL TYPE)**

- **USE OF DIGITAL / ONLINE WEBSITES AND SOCIAL MEDIA SITES (FACEBOOK, PINTEREST, INSTAGRAM, ETC.)**

Q 1. Which of the following do you have or use on a regular basis?

Please select as many as you like.

1.   The internet
2.   Your own mobile phone
3.   Your own personal email account (e.g. Gmail, Hotmail etc.)
4.   Your own school email account
5.   An iPad / tablet device
6.   An ipod touch or other digital media player with internet access
7.   Your own laptop / desktop computer
8.   A shared computer in the home
9.   Gaming console
99.   None of these [EXCLUSIVE]

IF USES INTERNET Q1=1.

Q 2. And which of these do you use on a regular basis?

Please select as many as you like.

ROTATE

1.   Google search
2.   Skype

3.   Facebook

4.   YouTube

5.   Twitter

6.   Pinterest

7.   Kik

8.   Keek

9.   Vine

10.   AskFM

11.   Snapchat

12.   Instagram

13.   Tumblr

14.   Live chat (e.g. Omegle, Chatoulette) [TEXT ONLY; ANCHOR ABOVE OPTION 97]

15.   Google+

97.   Other (specify) [TEXT ONLY; ANCHOR; FRAME IN A BLACK PERIMETER TO MAKE OPTION
        MORE VISIBLE]

USE LOGOS FOR ALL OPTIONS ABOVE, EXCEPT WHERE INDICATED "TEXT ONLY".

Q 3. What are the best things about the internet?

Please type your answer below.

OPEN ENDED

Q 4. What are the worst things about the internet?

Please type your answer below.

OPEN ENDED

Q 5. Have you heard of the term 'cyber-bullying'?

Please select one answer only

1.   Yes

2.   No

99.   Not sure

IF NO/NOT SURE. SHOW

Here is a definition of cyber-bullying.

"Cyber-bullying is bullying carried out online or through mobile phones. This could include using SMS / Text messages, email or social networking sites"

Ask All

Q 6. In your own words, what is cyber-bullying? Please give some examples of what you think cyber-bullying is.

Please type your answer below.

INSERT TEXT BOX

Q 7. Have you yourself, or anyone you know like a close friend or family member, ever experienced cyber-bullying?

Please remember a̶t̶ your responses will be kept private and confidential.

Please select one only.

1.   Yes
2.   No
99.   Not sure

Q 8. How would you describe each of the following…?

Please select one of the choices below

Please be honest

STATEMENTS TO CATEGORIZE
ROTATE STATEMENTS

1.   Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile
2.   Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile
3.   Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission
4.   Saying something untrue about someone on the internet / on a mobile (sometimes called 'defamation')

5.   Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile

CATEGORIES

- Is cyber-bullying
- Just a prank / A bit of fun
- Could be cyber-bullying, it depends on the situation
- Is NOT cyber-bullying
- Not sure

[INSERT SCREEN OF TEXT TO SAY]: Please click 'Next' for the next set of questions.
[THIS IS TO HELP RESPONDENT DIFFERENTIATE ONE QUESTION FROM ANOTHER]

Q 9. When I think of cyber-bullying, I think it is something that…

Please select one response for each option

STATEMENTS TO CATEGORIZE
ROTATE STATEMENTS

1.   Is meant to be hurtful

2.   Targets a certain person or group of people

3.   A person does more than once to a specific person / group

4.   A person does once but others "like" and "share"

5.   Embarrasses the person it's aimed at

6.   Threatens the person it's aimed at

7.   Intimidates the person it's aimed at

8.   Blackmails the person it's aimed at

CATEGORIES

1.   Yes

2.   No

99.   Not sure

[INSERT SCREEN OF TEXT]: Please click 'Next' for the next set of questions.

Q 10. And if you were being cyber-bullied, or heard of someone else being cyber-bullied, would you go to the following for help or to let them know?

Please select one response for each option

OPTIONS TO CATEGORIZE
ROTATE

1.   My friends

2.   Teachers

3.   The school principal

4.   The school counsellor

5.   My parents

6.   Brothers / sisters

7.   Parents of the person being bullied

8.   Parents of the bully

9.   Report to the social networking site

10.   Internet search

11.   Cyber-bullying websites (e.g. Cybersmart)

12.   Helplines (e.g. KidsHelpline)

13.   The police

CATEGORIES

1.   Yes

2.   No

99.   Not sure

[INSERT SCREEN OF TEXT]: Please click 'Next' for the next set of questions.

Q 11. And, in your opinion, which of the following <u>can</u> do something about a cyber-bully?

Please select one response for each option

OPTIONS TO CATEGORIZE
ROTATE

1.   My friends

2.   Other people at school

3.   Teachers

4.   The school principal

5.   The school counsellor

6.   My parents

7.   Parents of the person being bullied

8.   Parents of the bully

9. The police

10. Law courts

11. The government

CATEGORIES

1. Can do something

2. Can't do anything

99. Not sure

Q 12 Do you think cyber-bullying is an offence punishable by law (i.e. a crime)?

Please select one answer only

1. Yes

2. No

99. Not sure

IF KNOWS IT IS A CRIME (Q13 = 1)

Q 13. And do you think legal punishment for cyber-bullying applies…

Please select one answer only

1. To all age groups

2. Only for adults aged 18 years and over

3. Only for people aged 15 years and over

4. Only for people aged 10 years and over

99. There are legal penalties for cyberbullying but I'm not sure who they would apply to

IF KNOWS IT IS A CRIME (Q13 = 1)

Q 14. Where, how or from whom did you hear about cyber-bullying being a crime?

Please select as many as apply

ROTATE

1. The school principal

2. A school counsellor

3. Teachers

4. A guest speaker / visitor who talked at my school (e.g. a police officer)

5. On a poster at school

6.   My friends

7.   Other people at school

8.   My parents

9.   On the news

10.   The police

11.   The internet

12.   Cyber-bullying websites (e.g. Cybersmart)

13.   Helplines (e.g. KidsHelpline)

14.   The Government

97.   Somewhere else (please tell us more…) [ANCHOR]

99.   Not sure [EXCLUSIVE; ANCHOR]

ASK ALL

Q 15. How would you describe each of the following behaviours…?

Please select one of four categories below

STATEMENTS TO CATEGORIZE
ROTATE STATEMENTS

1.   Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile

2.   Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile

3.   Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission

4.   Saying something untrue about someone on the internet / on a mobile

5.   Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile

6.   Posting or sharing unflattering or mean photos of someone online

7.   Posting mean comments about someone / making fun of them on social media

CATEGORIES

•   Is definitely a crime

•   Could be a crime but it depends on the situation

•   Is definitely NOT a crime

•   Not sure if this is a crime or not

ASK ALL

[ASK "Q25NEW" **SEVEN TIMES**, LOOPED INDIVIDUALLY FOR EACH STATEMENT]

Q 25NEW. What do you think the penalties or punishments are for [INSERT STATEMENT]?

Please select as many as apply.

[STATEMENTS TO INSERT IN QUESTION TEXT; ROTATE]:

8.   Being menacing, harassing, or offensive (or making threats) on the internet or on a mobile

9.   Blackmailing (or trying to force) someone to send inappropriate personal photos on the internet / on a mobile

10.   Accessing or breaking into / hacking another person's account (i.e. email, Facebook, Instagram etc.) without their permission

11.   Saying something untrue about someone on the internet / on a mobile

12.   Deliberately excluding others or encouraging others to exclude a person or group on the internet/on a mobile

13.   Posting or sharing unflattering or mean photos of someone online

14.   Posting mean comments about someone / making fun of them on social media

LIST – DOWN THE SIDE; ROTATE:

1.   Being banned from social networks / websites

2.   Confiscation of devices

3.   Paying a fine (money)

4.   Doing community service

5.   Getting arrested and going to jail / prison

6.   Police warning / good behaviour bond / possible criminal record

7.   Expulsion from school

99.   Not sure [EXCLUSIVE; ANCHOR]

REPEAT Q25A FOR EACH BEHAVIOUR FROM "Q25NEW", IF SAYS GOING TO JAIL (CATEGORY CODE 5)

Q25A. And how long do you think the jail sentence is for [INSERT BEHAVIOUR]?

Please select one only.

1.   Up to 3 months

2.   Up to 6 months

3.   Up to 1 year

4.   Up to 2 years

5.   Up to 3 years

6.   Up to 5 years

7.   Up to 7 years

8.   Up to 10 years

9.   Don't know

Q 16. How often do you think a cyber-bully will get charged by the police?

Please select one only.

1.   Every time they do it

2.   Most of the time

3.   Half of the time

4.   Less than half of the time

5.   A quarter of the time

6.   Less often

7.   Never

99.   Not sure

Q 17. If cyber-bullies knew that cyber-bullying can be considered a crime (and can have serious consequences such as a criminal record or a potential jail term), how do you think this would change their behaviour?

Please select one only.

1.   They would stop cyber-bullying completely

2.   They would cyber-bully less people or only some people

3.   They would think more before they cyber-bully someone but would still probably do it

4.   It would not change them at all

99.   Not sure

Q 18. As cyber-bullying can be considered an offence under several different laws, how do you think young people should be made aware of this? Please pick your top 5.

Please select up to five options

ROTATE

1.   School teachers

2.   School counsellors

3.   Videos / Films to be shown at school

4. Cyber-bullies or their families – coming to talk to you at school

5. Guest speakers from organisations that deal with bullies

6. Kids / families of those who have been bullied – coming to talk to you at school

7. Other guest speakers at school (please tell us who…) [INSERT OTHER SPECIFY FIELD]

8. The police – coming to talk to you at school

9. Posters at school, in the classroom

10. Handouts / Flyers at school

11. The Government

12. News programs

13. Ads on YouTube

14. Ads on social media (i.e. Facebook ads of pages, You Tube)

15. Ads on TV

16. Online game

17. Workshops or social media campaigns run by other young people

97. Other (please tell us more…) [ANCHOR]

99. Not sure [EXCLUSIVE; ANCHOR]

And just a few more questions!

Q 19. Are you

Please select one only.

1. Male
2. Female

Q 20. How old are you? (AGE AT LAST BIRTHDAY)

Please select one only.

10. 10
11. 11
12. 12
13. 13
14. 14
15. 15
16. 16
17. 17

Q 21. What year are you in at school?

Please select one only.

1.   Grade/Year 4
2.   Grade/Year 5
3.   Grade/Year 6
4.   Grade/Year 7
5.   Grade/Year 8
6.   Grade/Year 9
7.   Grade/Year 10
8.   Grade/Year 11
9.   Grade/Year 12

Q 24a. Is there anything else you'd like to tell us about what we have been talking about?

[INSERT TEXT BOX]

99.   No, nothing [EXCLUSIVE]

Thank you for completing this survey on cyber-bullying.

If you, or someone you know, is not OK with something you have seen on the internet, please talk to a trusted adult or someone like Kids Helpline (call 1800 55 1800 or visit www.kidshelpline.com.au). You can also contact the police on 131 444 for non-urgent matters or 000 for emergencies.

[LINK LOGO ABOVE TO DIRECT TO THIS WEBSITE IF LOGO IS CLICKED ON:
www.cybersafetyhelp.gov.au]

If you'd like to know more about staying safe online, please visit www.cybersafetyhelp.gov.au where you can TALK to someone about online safety issues, REPORT inappropriate online content or behaviour to the appropriate authorities, and LEARN about how to be a good digital citizen. You can also download the Cybersafety Help Button to your device for easy access to online safety help and advice.

Appendix B: Qualitative Recruitment Screener

Dept. Comms – 10-13yr olds Friendship Pairs

Introduction

Good morning/afternoon/evening, my name is _____ and I am calling on behalf of an independent market research company called GfK Australia. We are currently conducting some research for the Commonwealth Department of Communications which is about different types of behaviour in the online space, and especially around the issue of cyberbullying. We are looking for young people between 10 and 13 years of age to take part with a friend in a face to face discussion with one of our researchers. There will be an incentive for your child and their friend to participate in the discussion. Would this be something that you would be interested in?

We are looking for people that fit a certain criteria, so I would need to ask you and the young person some questions initially to see if you are who we need for this research. Would you have a few spare minutes to answer some questions for me?

If your child does fit our criteria do you think they would have a friend who would be willing to take part in the interview with them? If so we would like your help in recruiting them as well!

REASSURE THEM THAT OUR RESEARCHERS WILL NOT EXPOSE THEIR CHILDREN TO ANY UNSUITABLE MATERIAL OR PUT THEM AT ANY RISK. AS RESEARCHERS WE ARE BOUND BY A STRICT CODE OF CONDUCT SET BY THE MARKET RESEARCH SOCIETY OF AUSTRALIA.

IF RESPONDENTS WISH TO VERIFY THE RESEARCH OR HAVE ANY QUESTIONS THEY CAN CONTACT EITHER FADIL PEDIC OR PATRICK ELL AT GFK AUSTRALIA: (02) 9900 2888 OR SIMON GORDON AT THE DEPARTMENT OF COMMUNICATIONS: (02) 6271 1045.

PLEASE MAKE SURE EVERY YOUNG PERSON IS SCREENED AND FITS THE CRITERIA

Parents Only

1.   Do you or any of your close relations, work in any of the following industries?

Industry	ID	Action
Market research	1	**TERMINATE**
Advertising, marketing, public relations	2	**TERMINATE**
Media, communications, journalism	3	**TERMINATE**

Industry	ID	Action
Government	4	**CHECK WHICH GOV'T AGENCY WORK FOR – EXCLUDE IF FOR PRIVACY COMMISSION, LAW REFORM COMMISSION, DPT OF COMMS, DPT OF EDUCATION OR ACMA**

2. What is the occupation of all household members?

_____

3. How old is your child?

Age	ID	Action
Under 10	1	**CLOSE**
10	2	Check Sample
11	3	Check Sample
12	4	Check Sample
13	5	Check Sample
Over 13	6	**CLOSE**

4. Is your child:

Gender	Action
Male	Check sample
Female	Check sample

5. When was the last time your child took part in a group discussion or in-depth interview? (Record)

Terminate if Less than 6 Months Ago

6. How many times has your child participated in any market research discussion?

Times participated	Action
3 time or less	Continue
More than 3 times	**CLOSE**

Ask to Speak to the Young Person (or go through the parent if not possible):

7. Do you have access to the internet outside of computers at school?

Yes / No	Location	ID	Action
Yes	At home (computer or laptop)	1	**All participants must code one of 1-5**
Yes	On my phone	2	**All participants must code one of 1-5**
Yes	Games console	3	**All participants must code one of 1-5**
Yes	iPad or other tablet	4	**All participants must code one of 1-5**
Yes	Other Specify:	5	**All participants must code one of 1-5**
No	-	6	**CLOSE**

8. How often do you use the internet for anything other than school related activities?

Frequency	ID	Action
Daily	1	**Continue**
4-6 times a week	2	**Continue**
2-3 times a week	3	**Continue**
Once a week	4	**Continue**
Less than once a week	5	**CLOSE**

9. A) Which of the following websites / services have you used in the last month?

B) Which 3 do you visit most often?

Websites / Services	Visited in the last month	3 most frequent	Action
Club Penguin	1	1	-
Facebook	2	2	-
Instagram	3	3	-
Google+	4	4	-
Tumblr	5	5	-
Flixter	6	6	-
-	7	7	-
MySpace	8	8	-
Twitter	9	9	-
-	10	10	-
-	11	11	-
-	12	12	-
YouTube	13	13	-
Ask.fm	14	14	-
Kik	15	15	-
Keek	16	16	-
Moshi Monsters	17	17	-
Other websites that involve chat, profiles, social activities, online gaming (e.g. through xbox or PlayStation) / virtual worlds (e.g. World of Warcraft). Specify:	18	18	-
None of the above	19	19	**CLOSE**

10. Do you have a social networking account/s? (e.g. with Facebook, Instagram, Google+, Kik, Keek, Myspace, Twitter or otherwise)

Yes / No	ID	Action
Yes. Specify:	1	Continue
No	2	**CLOSE**

11. Have you, or anyone you know, ever done any of the following?

Activity	Yes	No	Action
Post / tag a photo of yourself	1	1	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Check yourself or others into a location on your mobile	2	2	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Comment on other peoples statuses, pictures, posts etc.	3	3	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Seen or experienced people being purposefully mean or rude to someone else	4	4	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Take part in online chats with other people	5	5	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Seen someone be the victim of what you would call cyberbullying	6	6	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Provide your phone number to someone if they asked you to	7	7	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
None of the above	8	8	**CLOSE**

IF MEET ALL CRITERIA PLEASE RECRUIT AND ASK FOR THEM TO ORGANISE FOR A FRIEND OF THE SAME AGE TO COME WITH THEM. REASSURE THE FRIEND WILL ALSO BE INCENTIVISED

Details:

- Depth interviews will last between 45minutes to 1 hour

- Please ensure parental / guardian permission is given for all children taking part in the research and that respondents are aware that discussions will be audio taped

- Please reassure on confidentiality and rights of the respondent to terminate discussion at any juncture

Incentive $50 (pre-paid Eftpos card)

Dept. Comms-14-17 yr olds Group Discussions

Introduction

Good morning/afternoon/evening, my name is _____ and I am calling on behalf of an independent market research company called GfK Australia. We are currently conducting some research for the Commonwealth Department of Communications which is about different types of behaviour in the online space, and especially around the issue of cyberbullying. We are looking for young people between 14 and 17 years of age to take part in a face to face group discussion with other young people of similar age. There will be an incentive for your child and their friend to participate in the discussion. Would this be something that you would be interested in?

We are looking for people that fit a certain criteria, so I would need to ask you and the young person some questions initially to see if you are who we need for this research. Would you have a few spare minutes to answer some questions for me?

REASSURE THEM THAT OUR RESEARCHERS WILL NOT EXPOSE THEIR CHILDREN TO ANY UNSUITABLE MATERIAL OR PUT THEM AT ANY RISK. AS RESEARCHERS WE ARE BOUND BY A STRICT CODE OF CONDUCT SET BY THE MARKET RESEARCH SOCIETY OF AUSTRALIA.

IF RESPONDENTS WISH TO VERIFY THE RESEARCH OR HAVE ANY QUESTIONS THEY CAN CONTACT EITHER FADIL PEDIC OR PATRICK ELL AT GFK AUSTRALIA: (02) 9900 2888 OR SIMON GORDON AT THE DEPARTMENT OF COMMUNICATIONS: (02) 6271 1045.

PLEASE MAKE SURE EVERY YOUNG PERSON IS SCREENED AND FITS THE CRITERIA

Parents Only

1.   Do you or any of your close relations, work in any of the following industries?

Industry	ID	Action
Market research	1	**TERMINATE**
Advertising, marketing, public relations	2	**TERMINATE**
Media, communications, journalism	3	**TERMINATE**
Government	4	**CHECK WHICH GOV'T AGENCY WORK FOR – EXCLUDE IF FOR PRIVACY COMMISSION, LAW REFORM COMMISSION, DPT OF COMMS, DPT OF EDUCATIONOR ACMA**

2.   What is the occupation of all household members?

_____

3.   What year of school is your child in?

Age	ID	Action
Year 9	1	**CLOSE**
Year 10	2	Continue
Year 11	3	Continue
Year 12 (no older than 17)	4	Continue

4.   Is your child:

Gender	Action
Male	Check sample
Female	Check sample

5.   When was the last time your child took part in a group discussion or in-depth interview? (Record)

Terminate if Less than 6 Months Ago

6.   How many times has your child participated in any market research discussion?

Times participated	Action
3 time or less	Continue
More than 3 times	**CLOSE**

Ask to Speak to the Young Person:

7. Do you have access to the internet outside of computers at school?

Yes / No	Location	ID	Action
Yes	At home (computer or laptop)	1	**All participants must code one of 1-5**
Yes	On my phone	2	**All participants must code one of 1-5**
Yes	Games console	3	**All participants must code one of 1-5**
Yes	iPad or other tablet	4	**All participants must code one of 1-5**
Yes	Other Specify:	5	**All participants must code one of 1-5**
No	-	6	**CLOSE**

8. How often do you use the internet for anything other than school related activities?

Frequency	ID	Action
Daily	1	**Continue**
4-6 times a week	2	**Continue**
2-3 times a week	3	**Continue**
Once a week	4	No more than 2 per group
Less than once a week	5	**CLOSE**

9. A) Which of the following websites / services have you used in the last month?

B) Which 3 do you visit most often?

Websites / Services	Visited in the last month	3 most frequent	Action
Facebook	1	1	-
Spring.me/Formspring	2	2	-

Websites / Services	Visited in the last month	3 most frequent	Action
Pintrest	3	3	-
Google+	4	4	-
Tumblr	5	5	-
Instagram	6	6	-
Flixter	7	7	-
MySpace	8	8	-
Twitter	9	9	-
-	10	10	-
-	11	11	-
-	12	12	-
YouTube	13	13	-
Ask.fm	14	14	-
Snapchat	15	15	-
Kik	16	16	-
Keek	17	17	-
Other websites that involve chat, profiles, social activities Specify:	18	18	-
Online gaming portals / websites: (e.g. through xbox or playstation. e.g. Call of Duty Modern Warfare) / virtual worlds (e.g. World of Warcraft). Specify:	19	19	-
None of the above	20	20	**CLOSE**

10. Do you have a social networking account/s? (e.g. with Facebook, Instagram, Google+, Kik, Keek, Myspace, Twitter or otherwise)

Yes / No	ID	Action
Yes. Specify:	1	Continue (aim for participants with more than one account)
No	2	**CLOSE**

11. Have you, or anyone you know, ever done any of the following?

Activity	Yes	No	Action
Post / tag a photo of yourself	1	1	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Check yourself or others into a location on your mobile	2	2	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Comment on other peoples statuses, pictures, posts etc.	3	3	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Seen or experienced people being purposefully mean or rude to someone else	4	4	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Take part in online chats with other people	5	5	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Seen someone be the victim of what you would call cyberbullying	6	6	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
Provide your phone number to someone if they asked you to	7	7	**ALL PARTICIPANTS MUST CODE 3, 4 or 6**
None of the above	8	8	**CLOSE**

Details:

- Groups will last for 1hr 30minutes

- Please ensure parental / guardian permission is given for all children taking part in the research and that respondents are aware that discussions will be audio taped and potentially videoed (please reassure on confidentiality and rights of the respondent to terminate discussion at any juncture)

Incentive $70 (pre-paid Eftpos card)

I consent for my son / daughter _____ to take part in this Social Research project being run by GfK Australia.

I understand that the research is being conducted by GfK Australia on behalf of the Commonwealth Department of Communications.

The aim of this project is to help the Department of Communications better understand the way that young people use the Internet and social networking. We will be asking your child to test a questionnaire we are developing to make sure it is easy to understand and makes sense. The research will be used to help the Department develop policy and materials for young people and their parents about using the internet and preventing cyberbullying.

Visits will be audio recorded and all recordings are kept in the strictest confidence in accordance with the Australian Market and Social Research Society principles and guidelines.

The interview will last for 30 minutes

_____
Parents Name

_____
Parents Signature

_____
Date

I consent for my son / daughter _____ to take part in this Social Research project being run by GfK Australia.

I understand that the research is being conducted by GfK Australia on behalf of the Commonwealth Department of Communications.

The aim of this project is to help the Department of Communications better understand the way that young people use the Internet and social networking. In particular, discussions will focus on the issue of cyberbullying, how young people understand and perceive what cyberbullying is and what they believe the consequences of it to be (including social, legal and other consequences). The research will be used to help the Department develop policy and materials for young people and their parents about using the internet and preventing cyberbullying.

The group discussions will be attended by up to 7 other young people of a similar age to your son / daughter. The sessions will be audio and video recorded. All audio and visual recordings are kept in the strictest confidence in accordance with the Australian Market and Social Research Society principles and guidelines.

The group will last for up to 1½ hours

_____
Parents Name

_____
Parents Signature

_____
Date

Appendix C: Qualitative Discussion Guide

Cyberbullying Group Discussion Guide – Paired depths

Please note the following will not be used verbatim but the appropriate tone and language will be gauged for each group.

1 Introduction to session

- Explain we are here to talk about the internet, what people do online, how people behave when they go online. Also to talk about what can happen when people misuse the internet and what the consequences are

- Immediately reassure on confidentiality and privacy, and the right to withdraw. Reassure that the session isn't about judging anyone's behaviour.

- Explain that we want their honest opinions, thoughts and feelings. We are not looking for consensus so there is no need to all agree and differences of opinion are very welcome

- No 'right' or 'wrong' answers

- Session to last up to 1 hour

- Explain audio/visual recording

2 Participant introductions

- Introduce each other

- Tell me a bit about when you became friends, and why you are friends

- What do you really like about each other

- Home set up (brothers, sisters, pets etc.)

- Favourite and least favourite school activities

- Favourite out-of-school activities

3 General and online behaviour / habits

Moderator to explain we're going to have a brief chat about the internet and their use of it

- Do you use the internet?

- What do you use? (laptop, desktop phone etc)

- Are these your devices?

- When do you tend to use it? (after school? Weekend? at school?)

- Who are you with? Do you use it together?

- What do you use the internet for together?

- What do you use it for on your own?

  - Prompt as necessary with:

    - School work

    - Social networking

    - Gaming

    - etc.

- What would you say you used the internet most for? Why is that?

  - Probe enjoyment vs usefulness etc

- Do you do different things on different devices? So do some stuff on your phone and some on the home computer?

  - Why is this different? (listen for any mention of shared devices vs own)

- What do you enjoy/like about using the internet?

- What (if anything) do you not enjoy/like about the internet (listen out for any mention of 'bullying')

4 Social media / networks

Moderator to explain we're going to have talk about social networks, how they use them, what they think about them etc.

- Do you use social media?

- When did you start using social media?

  - How did you first come to join? What influenced you?

- What do you primarily use it for?

- What sites do you use?

- When do you use one instead of another?

- How often do you use them?

- Do you think people behave differently on social media that they would in 'real life?

    − Why do you think that is?

    − How do they behave differently?

- Do you think that they behave differently on one site than another? *Probe:*

    − Why is that? What influences it? *(probe on the site, the people, what it's supposed to be used for etc.)*

- What do you think about social networking sites overall?

    − Are they good? Bad? Fun? Annoying? Why?

    − What is bad about them (ask for examples)? *Again listen for any mention of cyberbullying*

- What do you think are examples of bad behaviour on the internet?

- What are these 'bad'? are they breaking any 'rules of the internet?

- Do you know if there are any rules that people should follow when using the internet?

    − What are these?

- Who makes up these rules? Where do they come from? Who influences your behaviour? *Probe:*

    − Is it taught at school (by whom? Teachers? Outside speakers like the police?)

    − From parents

    − From friends

    − From what you see other people doing

    − From learning by yourself / from experience

−   Government

−   Other influences

5 Defining Cyberbullying

We are now going to talk about cyberbullying. Reassure on confidentiality, impartiality and non-judgement. Moderator to listen throughout for any mention of cyberbullying as a criminal offence (note any mention but reserve discussion until next section)

- What is cyberbullying? *Ask participants to fill out self-complete Qu1. Please write down how you would define cyberbullying.*

- How do you describe it?

    −   What behaviours would you describe as cyberbullying

    −   Can you give some examples?

    −   Anything we have mentioned before?

- How do you tell the difference between cyberbullying and being playful?

- When does being playful become cyberbullying?

- What would make not be OK? What would make something cyberbullying?

    −   Is it to do with what is said, or how people react? What else has it to do with?

    −   Is it the type of things being said/done?

- What happens when people encounter cyberbullying?

- Is it something that you have seen when online?

- How do people deal with it? e.g. school, parents, police?

- How 'bad' is cyberbullying?

    −   Does it depend?

    −   On what?

    −   How do you judge that?

- What do you think are the consequences of cyber bullying?

- For the person being bullied?

- For the person doing the bullying?

    - Emotional consequences?

    - Social consequences?

    - Legal consequences? *Listen out for the language used in answering this question – establish how confident participants are in this area. Listen for any assertive or tentative mention of it being a criminal offence*

- Why do you think people cyberbully?

- Do you think people consider the consequences when they do it?

- Do you think people are afraid of the consequences?

- Why do you think they aren't afraid to do it?

6 Cyberbullying as breaking the law / a criminal offence

- Have you ever considered / thought of cyberbullying as a criminal offence?

- Have you ever heard it being talked about as a criminal offence?

    - When

    - By whom

- Do you think it is a criminal offence? Why / why not?

- What do you think about the idea that it is a criminal offence?

- What types of behaviour do you think would make it a criminal offence?

- What do you imagine the punishment would be? *Probe on:*

    - Expulsion from school

    - Being fined (e.g. $1000)

    - Criminal charges (detention / jail)

    - Good behaviour bonds

− Community service (e.g. having to spend weekends picking up litter or doing other work to help others without being paid)

− Attending counselling

- Do you think it would depend on what happened?

- Do you think young people would think differently about cyberbullying if they knew it was a criminal offence?

    − How?

    − Why?

Moderator to show definitions of cyberbullying as a criminal offence.

- Is this what you thought it was?

- Is it a surprise?

- What here is new information?

- What do you think about the potential consequences (e.g. 3 years in jail)?

- Have you ever heard of these consequences happening?

- Do you think they would be likely to happen? Why / why not?

Moderator to show examples, gauge reactions and probe on:

- What do you think about these examples?

- Have you ever heard of / come across anything like this?

- How do you think these examples would affect how young people approach being online / interacting with others online?

- Would they have a lasting effect? Why? Why not?

- If young people were to know this do you think it would affect what they do on the internet?

- Do you think knowing that cyberbullying is a criminal offence will stop people from cyberbullying? Why? Why not?

- Do you think young people would pay much attention?

- Thinking about what we've learned about cyberbullying being a criminal offence, what has grabbed your attention the most? (e.g. which examples, what consequences)

- If it were up to you, how would you get this information out to other young people like you?

    − How would you let people know about it

    − What is the best way to get young people to pay attention

    − Who wouldn't young people listen to?

    − Do you think communicating to young people the serious consequences that could happen as a result of cyberbullying will have any effect? Why / why not?

7 Summary

- Do you think young people currently know, or have an understanding, that cyberbullying is a criminal offence

- What impact do you think knowing this would have on people's behaviour

- What would be necessary to make sure everyone your age knows it is a criminal offence

Cyberbullying Group Discussion Guide

Please note the following will not be used verbatim but the appropriate tone and language will be gauged for each group.

8 Introduction to session

- Explain we are here to talk about the internet, what people do online, how people behave when they go online. Also to talk about what can happen when people misuse the internet and what the consequences are

- Immediately reassure on confidentiality and privacy, and the right to withdraw. Reassure that the session isn't about judging anyone's behaviour.

- Explain that we want their honest opinions, thoughts and feelings. We are not looking for consensus so there is no need to all agree and differences of opinion are very welcome

- No 'right' or 'wrong' answers

- Session to last 1½ hours

- Explain audio/visual recording

9 Participant introductions

- Name and age

- Home set up (brothers, sisters, pets etc.)

- Favourite and least favourite school activities

- Favourite out-of-school activities

10 General and online behaviour / habits

Moderator to explain we're going to have a brief chat about the internet and their use of it

- Do you use the internet?

- How do you generally access the internet? *Prompt as necessary with:*

  − Laptop

  − Desktop

−   Phone

−   Tablet

−   Games console

−   etc.

- Is that / are those devices yours? Does anyone else use it to access the internet?

- What do you use it for? *Prompt as necessary with:*

    −   School work

    −   Social networking

    −   Gaming

    −   etc.

- Does this depend on what device you use? Does what you do change depending on how you access the internet?

- What do you think you spend the majority of your time on the internet doing? (e.g. gaming vs social networks vs general entertainment etc.)

- What do you enjoy about using the internet?

- What isn't so enjoyable? (listen out for mentions of cyberbullying etc)

11 Social media / networks

Moderator to explain we're going to have talk about social networks, how they use them, what they think about them etc.

- Do you use social media?

- When did you start using social media?

    −   How did you first come to join? What influenced you?

- What do you primarily use it for?

- What sites do you use?

- How are the sites you use different from each other? *Probe:*

- − When do you use one instead of another

- How often do you use them?

- Do you think people behave differently on one site than another? *Probe:*

    - − How do they behave differently?

    - − Why is that? What influences it? (*probe on the site, the people, what it's supposed to be used for etc.*)

- What do you think about social networking sites overall?

    - − Are they good? Bad? Fun? Annoying? Why?

    - − What is good about them? *Moderator to list on flipchart*

    - − What is bad about them (ask for examples)? *Moderator to list on flipchart & note any mention of cyberbullying*

- What do you think are examples of bad behaviour on the internet?

- What are these 'bad'? Are they breaking any 'rules of the internet?

- Do you know if there are any rules that people should follow when using social networks or communicating with other people via the internet? What are these? *Moderator to write on a flipchart. (note any mention of cyberbullying, understanding of the law, or knowledge that cyberbullying is criminal offence)*

- Who makes up these rules? Where do they come from? Who influences your behaviour? *Probe:*

    - − Is it taught at school (by whom? Teachers? Outside speakers like the police?)

    - − From parents

    - − From friends

    - − From what you see other people doing

    - − From learning by yourself / from experience

    - − Government

    - − Other influences

12 Defining Cyberbullying

Moderator to explain we are now going to talk about cyberbullying. Reassure on confidentiality, impartiality and non-judgement. Moderator to listen throughout for any mention of cyberbullying as a criminal offence (note any mention but reserve discussion until next section)

- What is cyberbullying? *Ask participants to fill out self-complete Qu1. Please write down how you would define cyberbullying.*

- How do you describe / define it?

    − What behaviours would you describe as cyberbullying

    − Can you give some examples?

- How do you tell the difference between cyberbullying and 'banter'?

- What would make something cross the line into cyberbullying?

    − How do you tell where that line is?

    − What helps you define that? *prompt as necessary with:* what I see other people do, what I've been taught, what I've seen/read/heard etc.

    − Is it to do with what is said, or how people react? What else has it to do with?

- What happens when people encounter cyberbullying?

- How is it dealt with among you and your friends?

- How do other people deal with it? e.g. school, parents, police?

- How 'bad' is cyberbullying?

    − Does it depend?

    − On what?

    − How do you judge that?

- What are the consequences of cyberbullying for the person being cyber-bullied?

- What about the consequences for the person who does the bullying? *Probe on:* are there

    − Emotional consequences?

    − Social consequences?

− Legal consequences? *Listen out for the language used in answering this question – establish how confident participants are in this area. Listen for any assertive or tentative mention of it being a criminal offence*

- Why do you think people cyberbully?

- Do you think people consider the consequences when they do it? or do they act without thinking?

- Do you think people are afraid of the consequences?

- Why do you think they aren't afraid to do it?

13 Cyberbullying as a criminal offence

- Have you ever considered / thought of cyberbullying as a criminal offence?

- Have you ever heard it being talked about as a criminal offence?

    − When

    − By whom

- Do you think it is a criminal offence? Why / why not?

- What do you think about the idea that it is a criminal offence?

- What types of behaviour do you think would make it a criminal offence?

- What do you imagine the punishment would be? *Probe on:*

    − Expulsion from school

    − Being fined (e.g. $1000)

    − Criminal charges (detention / jail)

    − Good behaviour bonds

    − Community service

    − Attending counselling

- Do you think it would depend on what happened?

    − How? Can you think of examples where different punishments might occur

- Do you think young people would think differently about cyberbullying if they knew it was a criminal offence?

    – How?

    – Why?

Moderator to show definitions of cyberbullying as a criminal offence. Gauge participant reactions and probe on:

- What do you think of this definition?

- What here is new information?

- Is this what you would have thought it would be?

- How is this different to what you imagined?

- What do you think about the potential consequences (e.g. 3 years in jail)?

- Have you ever heard of these consequences happening?

- Do you think they would be likely to happen? Why / why not?

Moderator to show examples, gauge reactions and probe on:

- What do you think about these examples?

- Have you ever heard of / come across anything like this?

- How do you think these examples would affect how young people approach being online / interacting with others online?

- Would they have a lasting effect? Why? Why not?

14 Communicating with young people

Moderator to explain that we are now going to talk a bit about how to communicate to young people that cyberbullying is a criminal offence and how to get them to consider that when they go online and interact with others

- What impact do you think this knowledge, and these examples, would have on young people?

- Do you think knowing that cyberbullying is a criminal offence is a deterrent for young people?

- Do you think young people would pay much attention? Why / why not?

- Thinking about what we've learned about cyberbullying being a criminal offence, what has grabbed your attention the most? (e.g. which examples, what consequences)

- If it were up to you, how would you get that information out to other young people like you?

    - What is the best way to get young people to pay attention

    - Who would they listen to?

    - Who wouldn't they listen to? Why?

    - What is going to be necessary to ensure that young people take the lessons from these examples on board

    - What is going to be necessary to ensure that young people do think about their behaviour when they go online and interact with others

- Do you think communicating to young people the serious consequences that could happen as a result of cyberbullying will have any effect? Why / why not?

15 Summary

- Do you think young people currently know, or have an understanding, that cyberbullying is a criminal offence

- What impact do you think knowing this would have on people's behaviour

- What would be necessary to make sure everyone your age knows it is a criminal offence

Appendix D: Using this Research

It is important that clients should be aware of the limitations of research.

Qualitative Research

Qualitative research deals with relatively small numbers of respondents and attempts to explore in–depth motivations, attitudes and feelings. This places a considerable interpretative burden on the researcher. For example, often what respondents do not say is as important as what they do. Similarly, body language and tone of voice can be important contributors to understanding respondents' deeper feelings.

Client should therefore recognise:

- that despite the efforts made in recruitment, respondents may not always be totally representative of the target audience concerned

- that findings are interpretative in nature, based on the experience and expertise of the researchers concerned

Quantitative Research

Even though quantitative research typically deals with larger numbers of respondents, users of survey results should be conscious of the limitations of all sample survey techniques.

Sampling techniques, the level of refusals, and problems with non-contacts all impact on the statistical reliability that can be attached to results.

Similarly quantitative research is often limited in the number of variables it covers, with important variables beyond the scope of the survey.

Hence the results of sample surveys are usually best treated as a means of looking at the relative merits of different approaches as opposed to absolute measures of expected outcomes.

The Role of Researcher and Client

GfK Australia believes that the researchers' task is not only to present the findings of the research but also to utilise our experience and expertise to interpret these findings for clients and to make our recommendations (based on that interpretation and our knowledge of the market) as to what we believe to be the optimum actions to be taken in the circumstances: indeed this is what we believe clients seek when they hire our services. Such interpretations and recommendations are presented in good faith, but we make no claim to be infallible.

GfK Australia

Clients should, therefore, review the findings and recommendations in the light of their own experience and knowledge of the market and base their actions accordingly.

Quality Control and Data Retention

GfK Australia is a member of the Australian Market and Social Research Organisations (AMSRO) and complies in full with the Market Research Privacy Principles. In addition all researchers at GfK Australia are AMSRS members and are bound by the market research Code of Professional Behaviour.

GfK Australia is an ISO 20252 accredited company and undertakes all research activities in compliance with the ISO 20252 quality assurance standard.

Raw data relating to this project shall be kept as per the requirements outlined in the market research Code of Professional Behaviour.