



changing cyberbullying and bullying behaviour



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Partners:



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EU Bully is an exciting project operating in Ireland, England, Wales, Romania and Greece and has a specific focus on creating safe and secure environments in both physical and virtual environments so that young people aged 5-18, parents, teachers and other support staff in schools can discuss bullying behavior openly. At least 5000 young people from primary, secondary and special schools, 2000 parents / careers, 500 teachers and other school and supports staff across all countries will benefit from the project. Other countries are involved with an expert from Hungary (In site) supporting developments in drama.

EUBULLY provides a blended approach - creating innovation in the virtual world alongside the transfer and roll out of best practice in the use of drama in the physical world, providing safe and secure environments for bullying to be addressed openly. Many anti-bullying initiatives are built upon the core philosophy of the Whole School Approach: on the assumption that bullying is a systemic problem, and, by implication, an intervention must be directed at the entire school not just at individual bullies and victims (Smith, Schneider, Smith, & Ananiadou, 2004, p. 548). EUBULLY reflects this, but wider by working with young people who are most vulnerable (Roma, travelers, ethnic /faith minorities, young people in care, disabled, risk of offending and those living in poverty) and recognizing their lives include additional support staff (in residential homes, health care systems, specialist associations supporting these groups in the schools and community).

Added value within EUBULLY is the development of an App to be downloaded onto mobile (handheld) technologies for use within the curriculum in schools as part of ICT key learning strategies but also impact in the wider community in that it can be accessed outside of the physical classroom and become a tool in the wider virtual world of all our young people. The new app for mobile technologies will provide real time support and empower the victim to both log the event, with the content identified and report it. Other project results will include:

- the database on which the logs from victims can be hosted, providing real time research data on cyber bullying and held on the new EUBULLY web site so that the app can become part of ICT teaching content in schools so sustaining it as part of a mainstream teaching resource;
- A new play to be translated and adapted by partners which can be filmed for inclusion on web sites for wider dissemination and use as an educational resource;

- A dissemination event in Brussels in the European parliament / European Commission in 2016.
- One focused national event in each partner country (UK, Ireland, Greece) with at least 3 presentations at 3 additional national events in each country.



About Bully 4u.

Established in 2008 , Bully 4u has established an excellent reputation in the provision of anti bullying services for primary and secondary schools, and health organisations in Ireland and Northern Ireland.

We specialise in the following areas;

- Bullying and Cyber Bullying Workshops for Students at Primary and Post-primary Levels.
- Information Evenings for Parent's Associations.
- Training for Teachers and Staff.
- Assistance with Anti Bullying Policy.
- Private Consultations.

For more information please contact info@bully4u.ie



UNDERSTANDING
COMMUNICATING
EMPOWERING



Is my child being bullied?

Is my child the bully?

Parents Association AGM- www.ionaparents.com



Date: Wednesday 3rd October

Time: 7.45 pm

Speaker: Jim Harding, Bully 4 U

Location: St. Columba's National School

What are the signs of bullying?
What should I do/not do?

Is it just teasing?
What does the school do?

St. Columba's School

Iona Road, Glasnevin, Dublin 9

Roll No: 16659A

Telephone: (01) 8305040 Fax: (01) 8305040 Email: columba.ias@circom.net



BULLYING BEHAVIOUR

- *I shall remember forever and will never forget.*
- *Monday: my money was taken.*
- *Tuesday: names called.*
- *Wednesday: my uniform torn.*
- *Thursday: my body pouring with blood.*
- *Friday: its ended.*
- *Saturday: Freedom.*

Final diary pages of 13 year old Vijay Singh.

(Taken from Neil Marr and Tim Field, Bullycide: death at playtime – an expose of child suicide caused by bullying).

What is Bullying?

Definitions;

Bullying is defined as –

1. “The deliberate intimidation or persecution of those who are weaker”.
2. “A child is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more peers. Bullying can take many forms, both direct and indirect. It always involves a power imbalance that makes it difficult for the victim to defend him or herself.”

(Olweus)

Bullying Statistics

- 65% of those bullied suffered mental health problems.
- Self report of more emotional and behavioural difficulties.
- 60% children who bully go on to have at least 1 criminal conviction.
- 2011 – 10,722 calls from young people about bullying.
- 60% of boys who bullied had one or more convictions by age 24.
- 40% had 3 or more criminal convictions (Sweden).

Is it Bullying?

Difference between Teasing and Taunting

- Teasing is a fun thing you do with friends, with people you care about.
- Taunting is a choice to bully someone for whom you have contempt.

Teasing ('I was only messing')

- Allows individuals to swop roles with ease.
- Is not intended to hurt the other person.
- Maintains basic dignity of those involved.
- Pokes fun in lighthearted, benign way.
- Is meant to get both parties to laugh.
- Activity shared by kids with things in common.
- Is innocent in motive.
- Stops when someone gets upset or objects.

Types of Bullying;

Verbal Bullying

Verbal bullying is highly personal in nature and leaves its victim feeling angry, frightened and powerless. It is typically directed at the young person's family, culture, race or religion or indeed at any small thing that makes them slightly different such as a physical trait or perceived academic ability. Due to technological advances, cyberbullying is a new dynamic which engages the internet, mobile phones and other technology to abuse its victims.

Verbal bullying includes:

- Name-calling.
- Jeering.
- Taunting.
- Slagging/insulting.
- Threatening.
- Dangerous dares.
- Abusive anonymous phone calls.
- Cyber bullying.

Psychological Bullying

Psychological bullying is similar to playing mind games and can be particularly intimidating for its victim. Malicious rumours are an insidious form of this bullying which attacks a person's self-image, while hurtful facial looks expressing aggression and/or dislike are more subtle but equally damaging. This type of bullying intended to cause severe emotional distress is more prevalent among girls.

Psychological bullying includes:

- Excluding.
- Isolating.

- Gossiping.
- Spreading rumours or lies.
- Demeaning.
- Ridiculing.
- Passing notes or drawings.
- Writing remarks in public places.
- Using peer pressure to intimidate.
- Threatening gestures or looks.

Physical Bullying

What may be written off as “horseplay” or “mess fights” within the context of bullying can often be a disguise or precursor of more serious physical assaults. While both boys and girls participate in physical bullying, boys are more prone to it given stronger tendencies towards physical aggression. Young children especially are vulnerable to extortion bullying where things such as money, possessions, equipment, lunch vouchers or even food, are demanded from them and threats for not “paying up” are made.

Physical bullying includes:

- Hitting, beating or punching.
- Pulling or pushing.
- Kicking.
- Tripping.
- Pinching.
- Choking.
- Spitting.
- Stealing.
- Damaging property or possessions.
- Demanding money or possessions.
- Forcing into theft.
- Locking in or out of a space.
- Throwing objects.

- Threatening with a weapon.
- Inflicting bodily harm.
- Humiliating acts (e.g. “wedgies” or pulling up of skirts).

Relational Bullying

Relational bullying hits at the very heart of a person’s self-worth by isolating them from the usual social relationships with classmates and intimidating them into a lonely retreat. This type of bullying can also force the victim into doing something they don’t want to do just to be liked and accepted as part of the group. Similar to the psychological form, this type of bullying is more common among girls.

Relational bullying includes:

- Ignoring.
- Excluding.
- Spreading rumours or lies.
- Publicly humiliating.
- Social rejection or threatening thereof.
- Making someone do something.

Racist Bullying

Racist bullying is an attack on someone due to their race, colour or creed. With an increasingly multicultural society in Ireland, this type of bullying is becoming more widespread. Each year, Childline Ireland receives over 500 calls from children stating that they are victims of racist bullying. And a recent B&A survey found that 40% of teachers in VEC, community and comprehensive schools had more than 4 minority ethnic students in their classes and that some 14% taught more than 10 students from non-Irish backgrounds.

Racist bullying includes:

- Discrimination.

- Prejudice.
- Comments about colour.
- Comments about nationality.
- Comments about ethnicity.

Sexual Bullying

Sexual bullying is the unprovoked victimisation of a man or woman, young or old, and can be verbal, psychological or physical in nature. Kidscape, the first UK charity established specifically to prevent bullying and child sexual abuse, has seen a dramatic rise in this type of bullying – over the last 4 or 5 years its helpline used to get one or two calls a year compared to two or three calls a week now. The most recent UK government figures show that there were 3,500 exclusions and 140 expulsions from English schools for sexual misconduct – anything from explicit graffiti to serious sexual assault; 280 of those expulsions were from primary schools and in 20 cases the child responsible was just 5 years old.

Sexual bullying includes:

- Unwelcome sexual comments.
- Sexualised name-calling.
- Rumour mongering about a person's sexual orientation or behaviour.
- Unwanted physical contact.
- Physical assault.

Who is being bullied?

Some of the reasons a child may be bullied include

- Differences due to physical appearance (size, weight, hair colour, clothing type) or personality trait (shy, quiet and unlikely to stand up to others or loud and overbearing);
- A physical disability.
- Culture, creed or race.
- Excellent or poor academic performance.
- A one-off incident or embarrassing moment.
- A troubled home life (e.g. alcoholic parent or mental health issues).
- An over-protective or passive parent.
- Hobbies or interests.
- Sexual orientation.
- Easy provocation into angry or tearful reactions.

Why won't bullied children tell us?

- Ashamed of being bullied.
- Afraid of retaliation.
- Don't believe anyone can help – helpless.
- Don't believe anyone will help – hopeless.
- Believe that bullying is part & parcel.
- Believe they are telling tales.
- Removal of phones / computers etc.

Advice to be given to parents.

What to do....

1. Listen to your child and ask questions.
2. Show them that they have your support and that you believe them.
3. Come up with a plan – be proactive, skills to deal with the situation - reassure of solution.
4. Encourage assertiveness and give them / practice skills.
5. Reassure them that they have done nothing to cause this – bullying is not their fault.
6. Report the bullying to school staff and discuss your child's concerns around this.
7. Ensure they don't respond with violence.
8. If there is cyber bullying, keep all evidence (print, email info).
9. BE A GOOD ROLE MODEL.

What not to do....

- Don't try and solve it on your own.
- Don't give excuses for the bully, don't rationalise their behavior.
- Don't tell your child to avoid the bully – this is almost impossible and it implies your child is hiding or running (the bully will thrive on this).
- Don't tell your child to fight back.
- Don't confront bully or other parents.

Advice for children....

Are YOU a victim of Bullying?

- It is *one of the loneliest feelings in the world*
- *You are NOT alone.....speak to your parents , brother/sister , teacher*
- *The Bully is the problem not you- it is not your fault!!*

Tips on how to deal with Bullying.

- Tell an adult you can talk to and trust.
- Ignore the bully and get away from the situation as quickly as possible.
- Don't fight back or get mad as this is exactly what the bully wants.
- Stay calm and don't show that you are upset or angry.
- Project confidence rather than fear.
- Make friends with other children who are alone and join groups to find friends who like the same things.
- Write everything down.
- Don't believe the lies the bullies say about you!
- Ignore the bully & get away from the situation.
- Stay calm & don't show that you are upset/angry.
- Project confidence rather than fear.
- Hang out in a group/ avoid being alone.
- Don't skip school/clubs- you have every right to be there.
- Don't believe the lies the bullies say about you.

The Bystander.

The bystander plays a crucial role and needs to be engaged to help the situation.

- The third character in all bullying stories.
- Those that are defended are happier.
- The most negative memory from those bullied.

'no one cares...'

'If we see cruelty or wrong that we have the power to stop, and do nothing, we make ourselves sharers in the guilt'

Anna Sewell – Black Beauty

How Bystanders can help.

- Use your voice- Cut it out! That's not funny! How would you like it if somebody did that to you!
- Help the victim by moving towards them or lead them away from the situation.
- Walk away and tell a teacher or other adult.
- Believe the person being bullied and what they say.
- Involve as many people as possible.
- Do NOT use violence against bullies to try and get revenge.

Who are the bystanders?

- Peers
- Friends
- Siblings
- Teachers?
- Parents?

Telling tales or reporting.

It is very important to try and change the mind-set of children away from the concept that they are telling tales (squealing, ratting, grassing) about another child if they are reporting bullying.

- Telling tales / tattling – only serves to get a child into trouble.
- Telling / reporting – serves to get a child out of trouble.

Empowering – Be Assertive

- Straight talking – speak to the bully, say what you don't like, say that you want it to stop, what you will do if it does not!
- Fogging – So! Who cares! Whatever! So what!
- Power phrases – I can handle this! It's their problem not mine! I'm ok and I'm cool!

What are the most common reasons for children to bully others?

There are a whole host of reasons why one child bullies another, from an internal tendency towards aggression and lack of empathy to external forces and events in the home and at school which influence the development of bullying behaviour.

Some of the main motives for bullying are:

Home Factors:

- Lack of attention, affection, approval, care and support.
- A family environment which is too strict, too lenient or has inconsistent discipline.
- Excessive physical punishment and cruelty.
- Life changes such as a bereavement, parental separation/divorce, a new partner or baby in the family, or moving house.
- Health, financial or other stresses on the family.
- Witnessing and imitating violence by older role models, believing it to be acceptable.
- Conflict with neighbouring families.
- First hand experience of being a victim of bullying themselves.
- Violence on TV, cinema, computer and video games in conjunction with conflict in the home and neighbourhood.

School Factors:

- Lack of attention from teachers.
- Struggling academic performance.
- Lack of appropriate adult supervision.

- Inconsistent and inflexible rules.
- Punishment that is too harsh, abusive or humiliating.
- Poor staff morale.
- Few incentives and rewards for non-aggressive behaviour.
- Curriculum that affords few feelings of success and achievement.
- Lack of acknowledgement or confrontation of bullying behaviour.



"I know the kids don't like you and pick on you, but you have to go to school...you're the teacher."

Teacher Behaviour

A teacher may, unwittingly or otherwise, engage in, instigate or reinforce bullying behaviour in a number of ways:-

- Using sarcasm or other insulting or demeaning forms of language when addressing pupils; making negative comments about a pupil's appearance or background.
- Humiliating directly or indirectly, a pupil who is particularly academically weak or outstanding, or vulnerable in other ways.
- Using any gesture or expression of a threatening or intimidatory nature, or any form of degrading physical contact or exercise (Department of Education).

Policy Evaluation

It is recommended that a school's anti bullying policy should be reviewed;

- After every incident.
- End of every year.
- At beginning of each year, policy is reinstated to students in form groups or assembly.
- 'XY School is an anti bullying school'

School Environment, Motto and Ethos

- A school climate, which encourages respect, trust, caring, consideration and support for others.
- Students model behaviour on adults.
- ‘XY school’s students are happy students’.

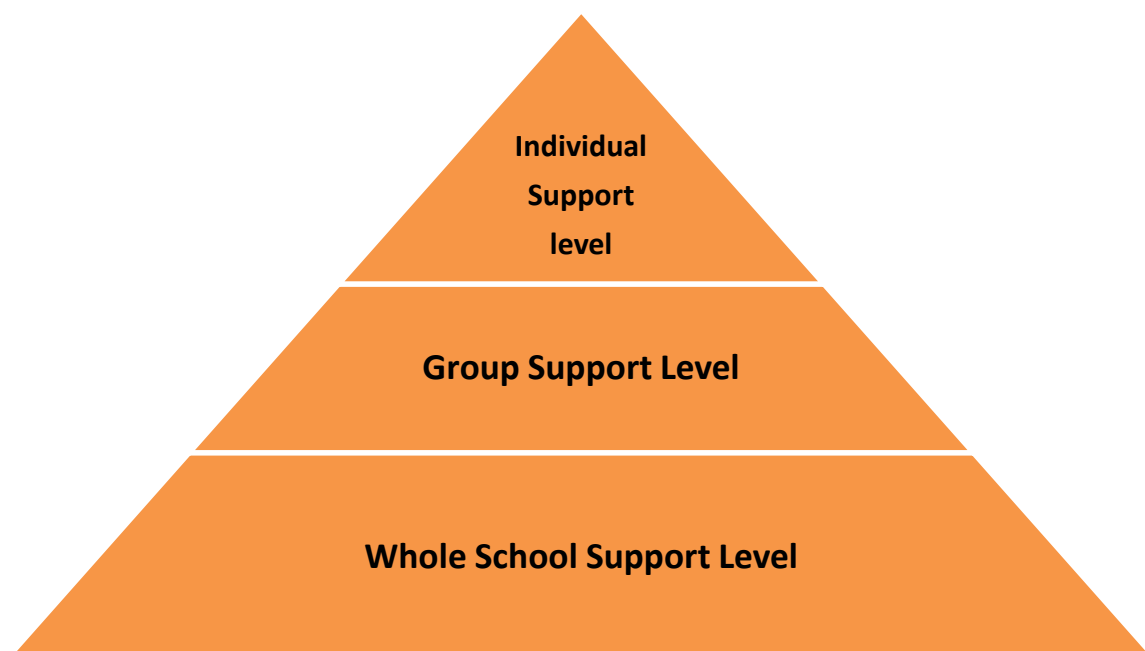
Education

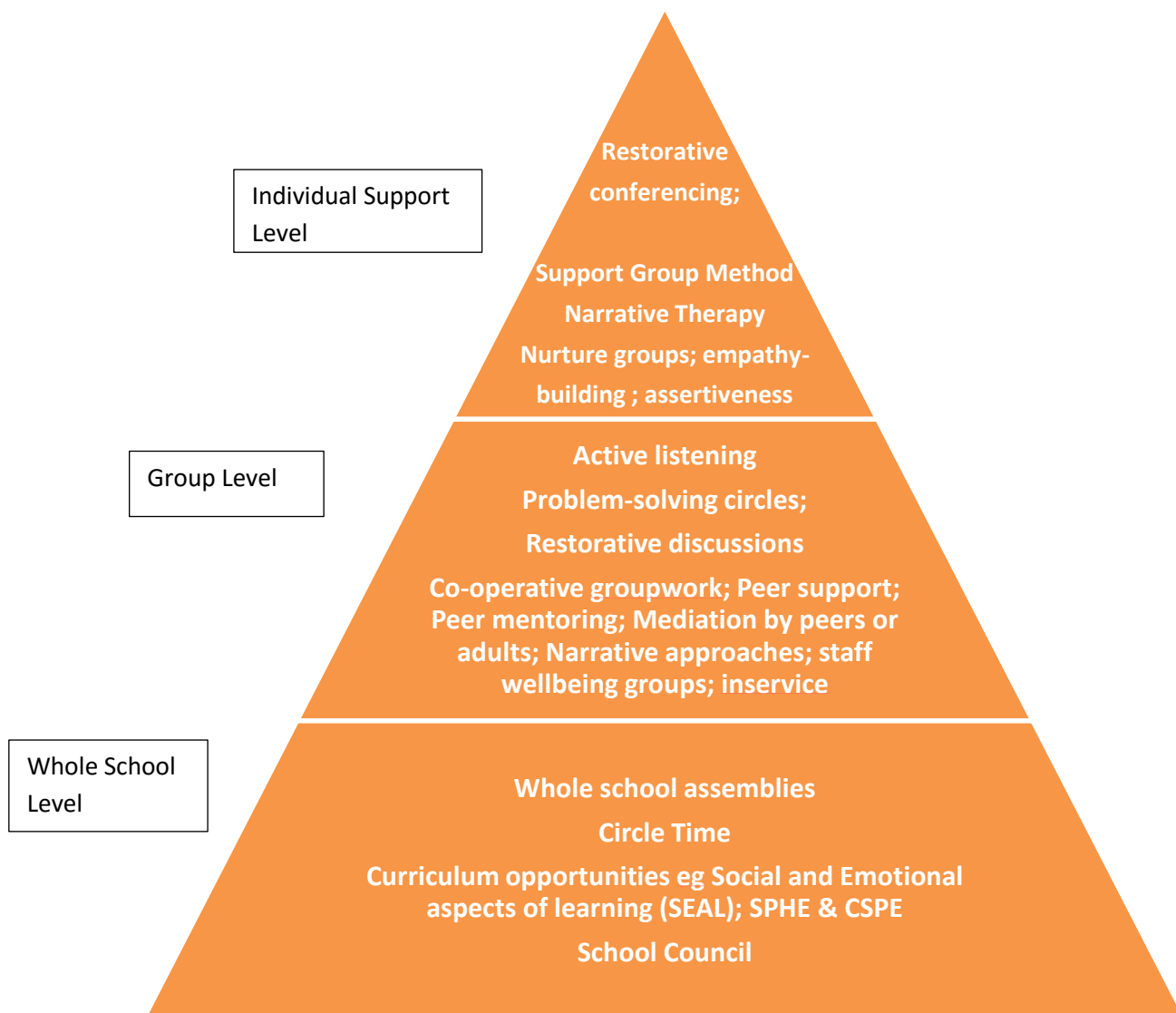
Students need to be educated about bullying behaviour and cyber bullying through the following avenues;

- SPHE – specific lessons.
- CSPE – project based work.
- Bullying workshops.
- Cyber-bullying workshops.

Staff input

What is being done day to day at the following Levels;





Anti Bullying Week

The following activities should be considered and incorporated into the school's calendar on an annual basis. They do not have to be conducted during 'anti bullying week' or 'friendship week'.

- CSPE projects.
- Workshops.
- Newsletters.
- Contracts.
- Badges / wristbands.
- Parent involvement, information evening for parents.
- Special assembly.



Desiderata

Go placidly amid the noise and the haste,
and remember what peace there may be in silence.

As far as possible, without surrender,
be on good terms with all persons.
Speak your truth quietly and clearly;
and listen to others,
even to the dull and the ignorant;
they too have their story.
Avoid loud and aggressive persons;
they are vexatious to the spirit.

If you compare yourself with others,
you may become vain or bitter,
for always there will be greater and lesser persons than yourself.
Enjoy your achievements as well as your plans.
Keep interested in your own career, however humble;
it is a real possession in the changing fortunes of time.

Exercise caution in your business affairs,
for the world is full of trickery.
But let this not blind you to what virtue there is;
many persons strive for high ideals,
and everywhere life is full of heroism.
Be yourself. Especially do not feign affection.
Neither be cynical about love,
for in the face of all aridity and disenchantment,
it is as perennial as the grass.

Take kindly the counsel of the years,
gracefully surrendering the things of youth.
Nurture strength of spirit to shield you in sudden misfortune.
But do not distress yourself with dark imaginings.
Many fears are born of fatigue and loneliness.

Beyond a wholesome discipline,
be gentle with yourself.
You are a child of the universe
no less than the trees and the stars;
you have a right to be here.
And whether or not it is clear to you,
no doubt the universe is unfolding as it should.

Therefore be at peace with God,
whatever you conceive Him to be.
And whatever your labors and aspirations,
in the noisy confusion of life,
keep peace in your soul.

With all its sham, drudgery, and broken dreams,
it is still a beautiful world.
Be cheerful. Strive to be happy.

Signs and symptoms

The following signs are to be observed as a precursor to initiating an investigation. Individual signs are not an indication that bullying is taking place.

Physical signs

- Cuts, bruises, scratches.
- Headaches, stomach aches.
- Damaged possessions.
- “Missing” possessions that need to be replaced.

Emotional signs

- Withdrawal and/or shyness.
- Anxiety.
- Depression.
- Aggression.

Behavioural signs

- Changes in eating or sleeping habits (e.g., nightmares).
- No longer wanting to participate in activities once enjoyed.
- Beginning to bully siblings or mistreat family pets.
- Hurting self, attempting or threatening suicide.
- Suddenly changing friends.

Academic signs

- Not wanting to go to school.
- Changing method of getting to school (e.g., changing walking route, wanting to be driven instead of riding the bus).
- Drop in grades.

Where is bullying happening?

General bullying

- Toilets
- Cloakrooms
- Lockers
- Changing rooms
- To and from school
- Online
- In classrooms – more subtle, glances, looks, sniggers, intimidation .

Who 'bullies'?

- The confident bully – has a big ego – inflated sense of self, no empathy, feels superior –popular but liked?
- The social bully – is jealous, has poor sense of self but uses confidence and charm to hide. Can be seen as caring but is manipulative and devious – popular but liked?
- The armoured bully- - is cool, charming to adults but vindictive to targeted peers. Personal problems are very buried...
- The Hyperactive bully - is often challenged academically and socially.. Difficulty reading social situations and reacts with hostility.
- The bullied bully – bullies others to get relief from own pain and powerlessness.
- The gang of bullies - a dangerous bunch, an alliance of power and domination.
- The bunch of bullies – a group who collectively do something they would never do together.

Children who 'bully'

- Lack empathy – to age 12.
- Anxiety and low self esteem (self report).
- Concerned with their own desires rather than those of others.
- Find it difficult to see things from another perspective.
- Willing to use others to get what they want.
- Are seen as popular – yet not selected for being liked – therefore perception of popularity.

If your student/child is bullying

- Don't punish.
- Punishment deprives a child of an opportunity to understand moral and social consequences of their behavior.
- Punishment does not allow the child to fix what they have done and does not give an opportunity to empathise with the other child.

Strategies for resolution of bullying situations.

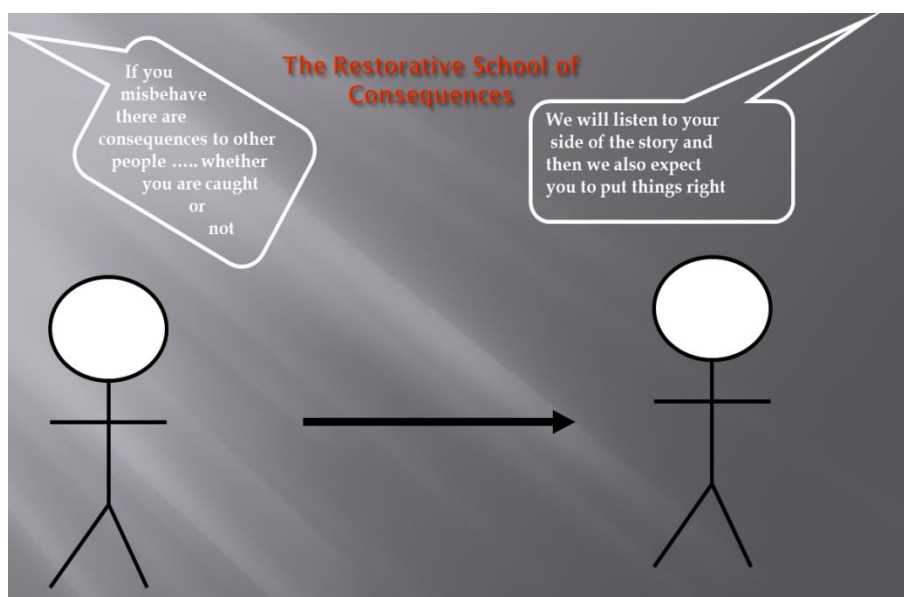
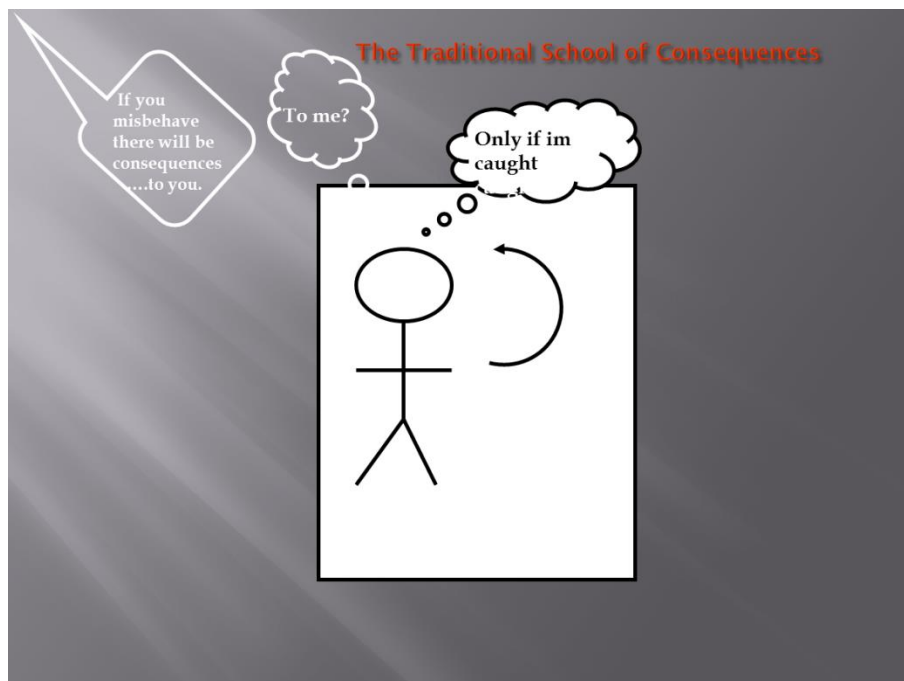
- Don't punish – punishment deprives the child of the opportunity to
 - understand consequences of actions
 - fix what he / she has done
 - empathise with the other child / children
- Don't remove – educate (security, empathy etc).
- Pastoral approach.
- 'The first time is an accident' philosophy.
- Box and interview technique/ Questionnaires and interviews.
- Mediation.
- Restorative Justice.

Restorative Justice

“All in all, punishment hardens and renders people more insensible; it concentrates; it increases the feeling of estrangement; it strengthens the power of resistance.”

Friedrich Nietzsche (1844-1900)

German-Swiss philosopher and writer



Investigation

- Day to day monitoring.
- SPHE / form teachers questionnaires.
- Covert monitoring.
- Interviews.
- Nominated staff to deal with incidents (almost like in-house designation liaison people).

An example of a questionnaire

1. Name

_____ (all information will be kept anonymous)

2. Have you been bullied recently?

Yes () No ()

3. If yes what type of bullying have you experienced?

Isolation / exclusion ()

Rumour spreading ()

Name calling ()

Racial ()

Physical ()

Cyber (email / facebook / MSN etc.) ()

Other ()

4. Do you know of anyone else who has been bullied?

Yes () No ()

5. If yes what type of bullying have they experienced?

CYBER BULLYING BEHAVIOUR

What is Cyber Bullying ?

- Just like bullying in the “offline” world, cyberbullying can have detrimental and devastating effects on those at the receiving end. In most cases, cyberbullies know their targets but their victims don’t always know the person bullying them. This can prove very isolating for the victim in group, club or school settings where they come to distrust all their peers. Cyberbullying is a complex issue which transcends the school environment, as it often occurs on home computers or mobile phones. Education in the broader sense within the home and school community is therefore vitally important.

Cyber bullying, also known as electronic bullying or online social cruelty, is defined as bullying through:

- email
- instant messaging
- a chat room or message board
- a website or gaming site
- digital messages or images
- mobile phone (texts, phone messages, phone calls, pictures & videos)
- social networking sites

Cyber Bullying Statistics

- U.K. Anti-bullying charity Ditch the Label surveyed 10,008 people aged between 13 and 22 and found levels of cyber bullying were much higher than previously thought. A massive 69% of young people have experienced cyber bullying. Of this number, one fifth described it as ‘very extreme’ - Irish Survey
- Bully 4u surveyed 1,720 Irish children aged between 9 and 17 years during September and October 2013.
- U.K. Anti-bullying charity Ditch the Label surveyed 10,008 people aged between 13 and 22 and found levels of cyber bullying were much higher than previously thought. A

massive 69% of young people have experienced cyber bullying. Of this number, one fifth described it as ‘very extreme’ - Irish Survey

- Bully 4u surveyed 1,720 Irish children aged between 9 and 17 years during September and October 2013.

| | | Age | |
|--|------------|-------------|-------------|
| | 9-12 years | 13-14 years | 15-17 years |
| How many own a smart phone | 85% | 90% | 92% |
| How many are on Facebook | 85% | 97% | 98% |
| How many are on Twitter | 35% | 50% | 55% |
| How many have reported something to Facebook | 66% | 50% | 33% |
| Experienced fake Facebook profiles | 25% | 35% | 45% |
| Have used Ask.Fm | 40% | 45% | 55% |
| Still use Ask.Fm | 8% | 10% | 10% |

Why is cyberbullying so serious?

- *Big impact: 24/7; hidden from adults; anonymous; detached; wide audience.*
- *‘The perfect storm’: 14 -15 yr olds. Cyberbullying peaks, sexual bullying is common and young people are least likely to follow the e-safety guidelines they have been taught, less likely to tell someone.*
- *Risktakers; parents unaware; SNS.*

Impacts on cyber victims

- Depression.
- Low self esteem.
- Anxiety.
- Self harm.
- Suicide.
- Psychosomatic symptoms.

Impacts on cyber bullies

- Conduct problems.
- Emotional and internalising problems.
- Depression.
- Suicidal ideation.
- Longer term impacts – substance abuse, criminal behaviour, anti-social behaviour.

Impacts on cyber bully/victims

- Least prevalent group – but tend to have most severe emotional, behavioural, psychological and psychosomatic problems.
- Peer rejection.
- Long term effects- poor educational outcomes, poor employment status, criminal behaviour, mental health problems, substance abuse.

Impacts on bystanders

- Upset, distressed.
- Guilty (approx. 70% report doing nothing after witnessing cyberbullying).
- Differences in impacts dependent on whether bystander has also been a victim and/or bully themselves.

Gender differences

- Inconsistent findings on differences in impacts.
- Girls may be more likely to seek help.
- May be victims of different types of cyber bullying at different rates.

Types of Cyber Bullying

Personal intimidation

- threats
- abusive comments

Exclusion

- blocking an individual from a group (for example a class group on Facebook)

Personal humiliation

- posting images, videos, blogs or emails to hurt someone
- forwarding confidential emails/texts

False reporting

Impersonation

- creating false web profiles/pages
- stealing passwords
-*to pretend to be someone else*
-*to change someone's profile*
-*to lock someone out of their account*

Tips on handling cyber bullying

- Do not reply.
- Save evidence, print page or save.
- Go offline and report to provider.
- Change your details.
- Ask friends to monitor an old page.
- Change settings, privatise settings – divide contact groups.
- Be cautious that ‘friends’ are not always friends.

What parents need to do

- Save evidence.
- Learn about technology and safety online.
- Accept that online socialising and virtual existence is not going away!
- The new generation..mistakes will be made and lessons will be learnt.
- Keep computer public.
- Don’t just remove computer..this threat alone will prevent your child telling you what is going on.

General guidelines

- Help young people understand the difference between funny and cruel.
- Help your child to be a good ‘bystander’.
- Teach empathy.
- Learn about online activity.
- Ask questions...!
- Liaise with school.

How can schools respond effectively to cyber bullying?

5 key areas:

- Understanding and talking about it.
- Updating existing policies and practices.
- Making reporting of cyber bullying easier.
- Promoting positive use of technology.
- Evaluating the impact of prevention activities.
- Understanding & talking about it.

Students need to know:

- What cyberbullying is.
- How to stay safe using the web.
- How to report any concerns to staff.
- How to go about reporting inappropriate material on the web.
- How to avoid trouble.
- How to deal with upsetting comments.
- Understanding & talking about it.
- SPHE and RSE programmes should specifically address the issue with each year group each year.
- Build Staff Capacity: online training available to inform teachers and other school personnel.
- Hold a Safer Internet Day.
- Use the student body: 'Cyber Mentors'
- Parents and students must be aware of pupils' responsibilities.
- Must have sanctions for misuse.

Sexting

Sexting is the exchange of material of an erotic or sexual nature via digital communication.

Sexting is becoming common place;

- 49% of adult smartphone owners.
- 70% of 18 - 24 year olds.
- 61% of men and 48% of women.
- 38% of UK children (11 – 17 year olds).

What do the coded abbreviations children use mean

- IWS means “I want sex.”
- GNOC means “get naked on cam.”
- GYPO means “get your pants off.”
- Also, mom and dad, kids are talking about you too...
- PIR means “parent in room.”
- POS means “parent over shoulder.”
- H4Y means “hot for you.”
- TDTM means “talk dirty to me”

To whom are these messages being sent ?

- Partners : 71% of teen girls and 67% of teen boys have sent/posted this content to a girlfriend/boyfriend.
- Acquaintances : 21% of teen girls and 39% of teen boys say they have sent such content to someone they wanted to date or hook up with.
- Online “friends” : 15% of teenagers who have sent a posted nude/ semi-nude images of themselves say they have done so to someone they only know online.

Why are Teens sexting ?

- Applications like Snapchat give the illusion that material is erasable.
- Social pressures: 40% of teenage girls say they sext due to “pressure from boys”.
- Sexting is gaining popularity in pop culture (eg Ke\$ha’s song, Dirty Pictures).
- Belief about anonymity: 15% of teenagers sext with online strangers believing their identity to be completely hidden.
- Social interaction: Teenage boys are sexting as a “ form of flirting”.

Education is Required -Four things to think about before clicking “send”

- Don’t assume material will remain private. 20% of teenagers are inclined to share material.
- Understand that material ,once sent, cannot be erased.
- Consider the recipients reaction, sexual material is often inappropriate and unsolicited.
- Nothing online is truly anonymous

Tips on the Safer use of Social Networking Sites

- Set profiles to private.
- Guard personal information online – even private profiles are not 100% secure.
- Think before you publish – information and photographs online are there forever.
- “Friends” aren’t always friends – be cautious when communicating online with people you don’t know and trust in the real world.
- You aren’t anonymous online – behaviour online can damage your real life reputation.

Don't be cyberbullied - be cyberSMART!

- Secret – always keep your name, address, mobile phone number and password private. Think of it like handing out the keys to your home!
- Meeting someone you have contacted in cyberspace could be dangerous. Only meet them with your parent's/guardian's permission and when they are present.
- Accepting emails or opening files from people you don't really know or trust can get you into trouble as they may contain viruses or nasty messages.
- Remember that someone online may be lying and may not be who they say they are. Stick to the public area in chat rooms and if you feel uncomfortable get out.
- Tell your parents or trusted adult if someone or something makes you feel uncomfortable or worried.

Anti-Bullying Pledge

- This is for me, my friends today and my friends tomorrow.
- I think being mean stinks.
- I won't watch someone get picked on because I am a do something person, not a do nothing person.
- I care, I can help change things, I can be a leader.
- In my world there are no bullies allowed.
- Bullying is bad, bullying is mean, bullying bothers me.
- I know sticking up for someone is the right thing to do.
- My name is (name) and I won't stand by.
- I will stand up!