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Cyberbullying: A Draft Consultation Paper

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Aims and Objectives

This draft paper outlines the risks for children and young people associated with cyberbullying. As this is a relatively new phenomenon, the document aims to identify gaps in current knowledge, educational policies and responses. It is being made available to participants of the Cyberspace Research Unit Cyberbullying Workshop (15 November, 2006) for a short period of consultation with key stakeholders to enable them to highlight their concerns, responsibilities and expectations. We will use any feedback received to outline a number of key action points and argue for the need to develop a local multi-agency partnership approach to this issue. This approach will combine the relevant expertise of all key stakeholders to identify areas of best practice and develop strategic responses to cyberbullying within Lancashire.

The feedback from the workshop, together with any submissions received from key stakeholders, will be incorporated into the final draft of the paper which will be published by the CRU in early December 2006.

Defining Bullying

Bullying at school is a serious behavioural problem within schools and peer groups, and is not simply a normal part of childhood (Campbell, 2005b). It is intentional aggressive behaviour that is repeated over time, usually without provocation, which aims to harass, intimidate and victimise the target (Peterson, 2001; Whitney and Smith, 1993). Olweus, originator of a systemic human rights approach to bullying, has stated that 'it is a fundamental democratic or human right for a child to feel safe in school and to be spared the oppression and repeated, intentional humiliation implied in peer victimization or bullying' (Olweus, 2001: 11–12). Bullying involves a minimum of two people, one bully (the perpetrator) and one victim, but may also involve groups of perpetrators and witnesses to the events. These witnesses or bystanders are normally other peer group members who support perpetrators rather than victims for fear of becoming the next target. There is also evidence to suggest that the longer bullying persists, the more likely bystanders are to become perpetrators, reinforcing the power imbalance between victims and perpetrators, creating a cycle of abuse and culture of violence within schools (Smith and Shu, 2000; Shariff and Gouin, 2005).

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Experiences and Consequences

Traditional bullying can cause severe, psychological/emotional, social and physical problems in childhood and later life (Kumpulainen *et al*, 1999; Olweus, 2001; Rigby, 1999; Sharp, 1995; Wolke *et al*, 2000). For example, Olweus (1992) reported an association between frequent victimisation in Middle School and low self esteem and proneness to depression at age 23 years

Psychological problems:

- General unhappiness, low self-esteem, shyness and withdrawal
- High levels of fear and anxiety, depression and suicidal thoughts

Social problems:

- Loneliness and isolation
- Dislike of social environment like school or work – manifest through absenteeism

Physical problems:

- Development of physical complaints (e.g. headaches and stomach aches)
- Medically diagnosed illness (e.g. alopecia)
- Also psychosomatic symptoms

The social effects of bullying are not only experienced by victims, but also by perpetrators and bystanders, distracting them from schoolwork (Olweus, 2001) and creating unsafe school environments where behaviour and attendance are poor (Rigby, 1997; 1999).

Bullying and New and Emerging Technologies

The information sharing and dissemination capabilities of emerging technologies and services increase the potential for children and young people to be exposed to a variety of risks which may result in harm to their physical and psychological well-being (Bryce, 2006; O'Connell and Bryce, 2005). Children and young people are enthusiastic communicators of personal information in publicly accessible and searchable online spaces, but they potentially expose children and young people to illegal or age inappropriate content, or to experience inappropriate contact and communication with adults (Bryce, 2006). The need to protect children from exposure to these risks has been recognised, and the last few years have seen

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the development of various technical, regulatory and educational initiatives to enable children to become safe and responsible users of new technologies (Bryce, 2006; Home Office, 2004; Home Office, 2006; Livingstone and Bober, 2005; O'Connell and Bryce, 2005).

However, the current technological revolution is also providing opportunities for children and young people to become actively involved in the production and distribution of illegal and age-inappropriate content, and to initiate and/or experience inappropriate and abusive contact with other children and young people (Bryce, 2006; O'Connell and Bryce, 2005). The importance of recognising the potential for children and young people to become actively involved in online harassment or cyberbullying has been highlighted by the CRU in a number of recent reports (Bryce, 2006; O'Connell and Bryce, 2005). This negative experience undermines children's freedom to use and explore valuable online and digital resources, and can result in severe functional, psychological, and emotional problems in childhood and later life.

Defining Cyberbullying

The use of new technologies to harass, bully and intimidate children and young people has led to its definition as 'an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who can not easily defend him or herself' (Smith *et al.*, 2006: 6). The working definition of cyberbullying currently used by the CRU is as follows:

'Cyberbullying is characterised by the use of new information and communication devices and services¹ to bully, harass or intimidate an individual or group'.

Whilst both definitions accurately reflect what is currently known about cyberbullying, they do not adequately highlight the migration of bullying behaviours from offline (e.g., the playground or classroom) to online spaces (e.g., social networking sites) through the use of new technologies. Further research is required to map the range of behaviours, technologies, services, and their combined use to bully children and young people in their online and offline contexts.

Cyberbullying utilises a range of online technologies, services, content and activities to harass and intimidate users. A recent survey of Flemish youngsters aged 10-18 (N = 2052) identified

¹ *e.g., email, instant messaging, text messages, mobile phones, social networking websites

a comprehensive list of activities which can be classed as cyberbullying (Vandebosch *et al.*, 2006). For this paper, we have collated these into subcategories to reflect four broad classes: content transmission; threats, abuse and harassment; hacking; and exclusion:

Content Transmission

- Spreading of gossip by blog, email or mobile phone
- Online posting or forwarding of confidential information that has been entrusted to an individual
- Sharing private or protected information about someone via the Internet or mobile phone

Threats, Abuse and Harassment

- Making threats or insults by email, chat or mobile phone
- Breaking into someone else's mailbox or instant messaging program and sending abusive messages via their victims account
- Manipulating and posting abusive personal images on the Internet
- Taking part in voting on a defamatory polling website

Hacking

- Breaking into someone else's mailbox or instant messaging program and changing the password
- Deliberately forwarding a computer virus
- Breaking into someone else's computer and stealing personal information
- Sending excessively large or numerous emails to someone so as to overload their system

Exclusion

- Excluding someone from an online group

The increasing use of the picture and video messaging capabilities of mobile devices and web cameras allow children and young people to create a permanent digital record of physical or verbal abuse offline which can be uploaded to a publicly accessible environment for others to view or circulate among peer groups (Bryce, 2006: O'Connell and Bryce, 2005). This can prolong and intensify the humiliation and embarrassment of a victim (Bryce, 2006: O'Connell and Bryce, 2005). Similarly, private pictures or images altered by bullies can be uploaded and circulated in picture sharing or social networking services (Bryce, 2006).

This demonstrates the variety of currently available channels for the perpetrators of cyberbullying, and the rate of technological advancement and increasing uptake of technologies by children and young people suggest that it is vital to conduct an ongoing process of risk assessment of the functionality and use of current and emerging technologies and services for cyberbullying (Bryce, 2006).

Prevalence of cyberbullying

Cyberbullying has only recently been recognised as an issue requiring attention by the industry, schools, parents and education authorities. However, research suggests that a significant number of children and young people experience bullying and harassment online. For example, Finkelhor et al. (2000) found that 6% of a sample of internet users aged 10-17 years had been harassed online. 31% of those had been upset by their experiences, and 32% showed associated symptoms of stress. Research conducted by the Cyberspace Research Unit (O'Connell *et al.*, 2002) found that 20% of children aged 9-16 years (N = 1369) reported that they had been harassed in a chatroom. 14% admitted they had harassed another chat user. Similarly, a later replication in 2002 using a sample of children aged 8-11 (N = 1331) found that 21% reported having been harassed and 14% reported harassing other chat users. In late 2003, a replication study using 8-11 year olds (N = 330), found that 18% had experienced harassment and 18% reported harassing other chat users.

A recent survey of Flemish youngsters aged 10-18 (N = 2052) found that 61.9% of the sample had been victims, 52.5% have been perpetrators, and 76.3% have been bystanders of cyberbullying (Vandebosch *et al.*, 2006). These figures suggest that abusive behaviours or
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cyberbullying are a relatively common feature of online interactions, and can be a significant source of distress and upset for children and young people. This demonstrates the need for a clear process of risk assessment, development of risk reduction strategies and education by all key stakeholders within the context of encouraging safe and responsible use of all new technologies and services by children and young people.

What is Cyberbullying? Focus Group Findings

Access to a small anti-bullying focus group² in September 2006 revealed widespread knowledge of cyberbullying. Of the nine young people aged 11 to 16 yrs who were present, all had come into contact with cyberbullying. Knowledge varied from minimum of two people they knew had been a victim to 'more than five'. Eight had experienced some kind of cyberbullying themselves. The group identified a total of nine types of cyberbullying incidents across several technological channels (i.e. instant messaging, email, webpages and social networking sites). Coping strategies for each type of incident were also discussed. The channels for cyberbullying that were identified closely matched the Vandebosch, *et al* (2006) study.

Cyberbullying Incidents and examples of coping strategies

Example 1: Making threats by email, instant messaging or mobile phone

This had happened to all the participants in the group, and many of their friends, and is consistent with threats and abuse category outlined above (Vandebosch *et al*, 2006).

Example 2: Spreading of gossip (includes 'made-up' and malicious statements) and personal/confidential information by email, instant messaging or mobile phone.

All members of the group had been a victim at some point in the last three months of this type of behaviour. The coping strategy for one victim was to find an online 'agony aunt' to confide in. This is consistent with content category outlined above (Vandebosch *et al*, 2006).

² Permission was given to reproduce the workshop discussions here on the understanding that the venue and participants were not identified in this document.

Example 3: Defamatory websites and polls

One example discussed in the group was an extensive period of cyberbullying which lasted for 2 years. This had affected the victim's health, self-esteem and family life. In this particular case, the cyberbullying occurred on a social networking site. The victim had befriended the perpetrator (said to be unpopular), and they had fallen out. The perpetrator had gone onto and created a 'hate' page on which they posted malicious gossip about the victim. The social networking provider had removed the perpetrator's account no less than six times, but each time they had simply created a new profile and continued the cyberbullying. A second example was given of a case where a perpetrator had created a defamatory polling site about the victim's mother and then sent the results of the poll to the victim. In both cases reports were made to schools and service providers, who were said not to have been sympathetic. These examples are consistent with threats and abuse category outlined above (Vandebosch *et al*, 2006).

Example 4: Hacking someone's instant messaging account and sending messages in their name

The discussion revealed several incidents of instant messenger accounts being hacked and used by a perpetrator to send defamatory messages to the friends of the victim. They assumed that the victim was posting nasty things about them. The participants in the groups suggested a number of strategies they had used when this had happened. These included adding only people you know offline to buddy lists, arranging to send messages with a particular font colour as an extra identifier, and use of stronger passwords. These examples are consistent with threats and abuse category outlined above (Vandebosch *et al*, 2006).

Example 5: Hacking someone's instant messaging, email and computer accounts and changing their passwords so they could no longer access it

Other examples where the group knew of 'others' being affected were: hacking into a computer and forwarding on personal information; deliberate sending of a computer virus and gaining remote access to a home computer to delete files. Several incidents of this were related as it was a common occurrence. Most often this was resolved by simply opening another account and being more careful next time. These examples are consistent with the hacking category outlined above (Vandebosch *et al*, 2006).

One of the **key messages** to come out of the group discussion was the lack of a 'safe haven' or 'sympathetic ear' for reporting cyberbullying incidents. While utilising some basic technological strategies, participants lacked the life experience to deal with these issues on an emotional, psychological and social level. Many of the incidents they discussed had not been reported, and educating children and young people about the actions they can take if they are a victim of cyberbullying emerged as an important action point.

Similarities and Differences between Bullying and Cyberbullying

There are likely to be both similarities and differences in the dynamics of traditional bullying and cyberbullying. This suggests the need to develop a comprehensive listing of similarities and differences in the dimensions of traditional bullying and cyberbullying. This will enable a clear comparative risk assessment, the identification of responsive risk reduction strategies, and the implementation of preventative, reporting and support services for victims and their families. Potential comparative and evaluative dimensions for examining similarities and differences between traditional and cyberbullying include:

- *Risk Factors and Motivations* – Why do children and young people become involved in bullying and cyberbullying?
- *Temporality* – What are the different timeframes for different types of bullying?
- *Nature and content of messages* – What is the nature and content of bullying and cyberbullying? How frequent is cyberbullying related to gender, sexuality, ethnicity, religion etc in nature and content compared with traditional bullying?
- *Prior interaction with the victim* – what are the different profiles of prior interaction and relationship with the bully compared with the cyberbully?
- *Multiplatform contact* – What are the range of technologies and services being used for cyberbullying?
- *Online and offline linkages* – Is bullying only occurring online, offline or as a mixture of both? What is relationship between cyberbullying and patterns of bullying behaviours in schools and peer groups?
- *Audience* – Who is the audience for bullying and how does this vary between offline and online contexts?
- *Severity* – Are there differences in experience and severity of bullying compared with cyberbullying?
- *Impact* - What is the impact of cyberbully compared with traditional bullying on the victim and their families?

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- *Educational contexts* – How does bullying and cyberbullying intersect and what are the implications of this for schools, educational and child protection services?

Whilst there are likely to be a number of psychological, motivational and experiential similarities between traditional and cyberbullying, recent research suggests that there are a number of important differences (Beran and Li, 2005; Campbell, 2005a; Li, 2005; Noret, and Rivers, 2006; Patchin and Hinduja, 2006; Smith *et al*, 2006; Vandebosch *et al*, 2006).

It is widely acknowledged that the psychological consequences of bullying for victims are stress, depression and psychosomatic symptoms (Maynard and Joseph, 1997; Kaltisala-Heino *et al.*, 2000). Initial research suggests that cyberbullying may have a greater impact of on the physical, social and psychological well-being of children and young people as it invades domestic spaces (NCH, 2005; Patchin and Hinduja, 2006; Strom and Strom, 2005). Bullying through mobile and internet technologies, together with their central importance to the identities and social networks of children and young people, potentially allows cyberbullies to follow their victims into previously protected spaces and intensify their harassment. The inability to escape cyberbullying may increase the negative psychological and social consequences for victims, such as stress, depression, suicidal ideation and self-harm. Victims may be reluctant to abandon mobile and internet technologies because of their central role in communications and existing social networks (Campbell, 2005b; Cottle, 2001; Strom and Strom, 2005).

There also appears to be greater interpenetration of roles: Vandebosch *et al*, (2006) documented how victims or bystanders of cyberbullying are sometimes also perpetrators and vice-versa, suggesting that an extensive 'culture of cyberbullying' may be emerging. A combination of lack of parental technological knowledge and a low level of involvement/monitoring of children and young people's Internet activities increases opportunities for children and young to engage in cyberbullying activities without parental awareness (Patchin and Hinduja, 2006; Vandebosch *et al*, 2006).

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Education: Policy Background and Schools Guidance

Head teachers have a legal duty to develop and implement procedures to prevent bullying among pupils, and to bring these procedures to the attention of staff, parents and pupils. There are numerous policies that provide a framework for creating anti-bullying strategies within UK schools. These support both national and local priorities for school improvement, health, social care and reduction of anti-social behaviour resulting in school exclusion, for example:

- Sustainable Development Action Plan for Education and Skills
- National Healthy Schools 'Emotional and Well-being' Standard
- Staying Safe outcome described in Every Child Matters and the Children's Act 2004
- Behaviour and Attendance strand of the Secondary and Primary National Strategies
- Ofsted - Healthy Schools and Reporting Achievement

1999/2003 Education for Sustainable Development (ESD)

Education for Sustainable Development is an essential element of what we should be teaching our children, and is a theme that runs throughout the English National curriculum. The Government Panel for Sustainable Development in Education developed the following definition in 1999:

“Education for sustainable development enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally that will improve the quality of life now without damaging the planet for the future”.

Specifically, under social inclusion, ESD stated that every school should have an anti-bullying policy.

1999 National Healthy Schools Programme

The National Healthy School Standard is part of the Healthy Schools programme, led by the DfES and the Department of Health. Launched in October 1999, it offers support for local

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programme coordinators and provides an accreditation process for education and health partnerships. The standard covers four key themes:

- PSHE (including sex and relationship education and drug education)
- Healthy eating
- Physical activity
- Emotional health and well being (including bullying)

2003 Every Child Matters

In 2003, the Government published a green paper called Every Child Matters. This was published alongside the formal response to the report into the death of Victoria Climbié, the young girl who was horrifically abused and tortured, and eventually killed by her great aunt and the man with whom they lived.

There are five core outcomes essential to well-being in childhood and later life: being healthy; enjoying and achieving; economic well-being; staying safe and making a positive contribution. Specifically, the latter two are often employed in combating bullying. For example:

- Stay safe – freedom from discrimination and bullying
- Make a positive contribution – develop positive relationships and choose not to bully and discriminate

The Behaviour and Attendance strategy

Improving behaviour and attendance are amongst a number of key priorities for national education strategy. This strategy promotes social, emotional and behavioural skills and was piloted between 2003 and 2005. The four strands of the pilot included:

- professional development opportunities (the CPD strand)
- focused support to schools where behaviour and attendance had been identified as key issues (the school improvement strand)
- curriculum work focusing on the social and emotional aspects of learning for all children in schools (the curriculum materials or SEAL Strand)
- Group work for children needing extra help in this area, and their parents/carers (small group interventions strand).

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2005 Healthy Schools and Reporting Achievement

Since September 2005 schools are obliged to demonstrate to Ofsted how they are contributing to the five national outcomes for children stipulated by Every Child Matters and the Children Act 2004.

DfES 'Bullying: Don't suffer in Silence' Guidance Pack

The first version of the DfES 'Bullying: Don't suffer in Silence' guidance pack for schools was issued in December 2000, with an updated version in September 2002. The pack refers to many different types of bullying including homophobic bullying and mentions bullying by using mobile phone text messages. It is available on the DfES website at:

<http://www.dfes.gov.uk/bullying/teachersindex.shtml#a> and includes videos to show to pupils.

BECTA also has a number of resources available covering online bullying at http://schools.becta.org.uk/index.php?section=is&catcode=ss_to_es_pp_ob_03 including a list of useful websites offering information and advice.

Summary

This brief survey of relevant educational policy and guidance for schools is intended to provide an overview of the current commitment of the government and the DfES to ensure the well-being and safety of children within schools, and in the wider context of their everyday lives. It is clear that the general objectives and specific existing references to anti-bullying policies and measures, and current guidance for schools provide a policy foundation for addressing the issue of cyberbullying. However, the exact roles and responsibilities of key stakeholders within these educational and policy contexts has yet to be fully determined. Importantly, the role of technology developers and service providers within the complex prevention, reporting and supportive structures that will be required to address the issue of cyberbullying will require further consultation at the local, national and international level.

Education: Intervention Strategies

Head teachers have the power to permanently exclude pupils responsible for serious or persistent bullying, although promoting positive behaviour and early intervention strategies are seen as the first step. The exclusions guidance 'Improving Behaviour and Attendance: **As this is a draft document, we ask that it is not disseminated beyond your 14 organisation or quoted verbally or in writing without permission from the authors. Please send any comments and suggestions to jbryce@uclan.ac.uk or dmcarter@uclan.ac.uk**

Guidance on Exclusion from Schools and Pupil Referral Units' is available on the teachernet section of the DfES website at:

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/>

However, actually excluding pupils is a difficult process and only used as a last resort. There are several alternative options available: Learning Support Units (LSUs); suspension; out of school and alternative curriculum; external support agencies; and peer mentoring.

- LSUs are units within schools providing specially tailored support programmes where pupils can remain in school but removed from mainstream lessons. There are about 1,500 LSUs in the UK. Pupils may be suspended for a fixed term³ (not more than 45 days in any one school year). They be excluded only if they have seriously broken school rules or if their presence at school would harm other children or disrupt learning.
- Out-of-school education is often referred to as alternative provision. This should be based on the needs of the child and may be provided through a variety of routes, one of them being Pupil Referral Units (PRUs). There are currently over 380 PRUs in England. Other forms of alternative provision include: further education colleges, work experience, private or voluntary sector provision, hospital schools, teenage parents' units, vocational courses, NVQ training, provision delivered through ICT or home tuition⁴.
- Where a problem has been recognised in a school, external support agencies and charities may be invited into schools to provide expertise and support. For example these might include the Anti-Bullying Alliance, Connexions, or other local organisations.
- Peer-to-peer mentoring across different age groups within the same school can foster improved behaviour and a reduction in bullying. The Mentoring and Befriending Foundation⁵ (MBF) is the new strategic body for mentoring and befriending, with funding from both the (DfES) and the Active Community Unit of the Home Office.

Whilst this section has demonstrated the available educational interventions for schools to tackle those perpetrating bullying, these will need to be reviewed in the development of specific guidelines on cyberbullying. The location of responsibility for management of cyberbullying within the school environment and across out of school and domestic spaces

³ Statutory Guidance on the School Governance (Procedures)(England) Regulations 2003

⁴ <http://www.teachernet.gov.uk>

⁵ http://www.mandbf.org.uk/about_the_organisation/280

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will require further consultation with all relevant stakeholders, including children, young people and their parents.

Consultation on Awareness and Concerns:

A workshop on cyberbullying was hosted by the CRU at the University of Central Lancashire on Wednesday 15 November to which key stakeholders from the North West were invited. A variety of speakers gave short presentations on the issue of cyberbullying from the perspective of victims and their families, academic researchers, industry, educational policy and awareness raising.

In this section of the document, we summarise the key messages which emerged from the presentations, questions and final discussion session of the Cyberbullying Workshop. Delegates who attended the workshop are asked to comment on these key messages and action points. Responses will be incorporated into this section of the final draft of the paper which will be published by the CRU in early December.

Key messages and areas of concern identified at the workshop included the need to:

- Identify the duty of care of school/educators in relation to cyberbullying
- Train head teachers, teachers and other trainers of the functionality of new technologies, services and the risks associated with their use by children and young people
- Review and update policy in relation to reporting procedures and support
- Review and update good practice guidelines
- Develop effective educational and awareness materials for all key audiences and evaluate their impact on the behaviours of the target groups
- Incorporate the views of children, young people, parents and carers into the design of awareness and educational materials, policy development, and the implementation of reporting and support systems
- Incorporate out of school and other child protection services within a multi-agency partnership approach to addressing this issue at a local level
- Represent local concerns about responsibility and implementation at the national and industry level

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Further consultation questions:

- How do you (your organisation) view the contribution of the outlined educational policies in this document to the prevention, management and reduction of cyberbullying in schools and among peer groups at both the local and national level?

- What expectations does your organisation have of the roles and responsibilities of the following key stakeholders in addressing the issue of cyberbullying?
 - Pupils
 - Parent and carers
 - Head teachers and governors
 - Teachers
 - The relevant industries
 - Enforcement agencies
 - The DfES
 - Child protection services

- Do you feel that you currently have clear guidance from the government, LEA and other relevant authorities on actions to take in response to both bullying and cyberbullying?

- What do you see as the role of your organisation in the prevention, management and reduction of cyberbullying in schools and among peer groups? Do you see any significant barriers to your perceived role in relation to this issue?

- Are there any examples of best practice which already exists that could be adapted to address this issue?

- Where are current gaps in provision and what action needs to be taken at a local and national level to address them?

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Key Recommendations

The final draft of the paper will conclude by proposing a number of action points for key stakeholders in developing, implementing, communicating and evaluating the impact of cyberbullying risk reduction strategies⁶. These will include a process of risk assessment which includes:

- Working with service providers to ensure minimum standards and adequate reporting mechanisms for cyberbullying
- Reviewing, updating and developing educational materials and awareness campaigns to communicate risks associated with use of current and emerging technologies for cyberbullying
- Implementing associated risk reduction strategies
- Evaluating the success of cyberbullying risk reduction strategies

These will be further informed by the responses from the consultation on the workshop results and the series of consultation questions posed previously.

⁶ This process of risk assessment is a development of that proposed by Bryce (2006) in the INSAFE Project Deliverable 5.5: Risk Assessment of Emerging Technologies and Services. **As this is a draft document, we ask that it is not disseminated beyond your 18 organisation or quoted verbally or in writing without permission from the authors. Please send any comments and suggestions to jbryce@uclan.ac.uk or dmcarter@uclan.ac.uk**

Appendix 1: Cyberbullying Online Resources for parents, teachers and children

The following online resources all contain information about cyberbullying for children and young people. Many have downloadable resources for parents and/or teachers which they can use in talking to children in their care about this issue (indicated by 

Web Resource	Teachers	Parents
BBC ChatGuide http://www.bbc.co.uk/chatguide		
Be Safe Online http://www.besafeonline.org/English/bullying_online.htm		
Bullying Online http://www.bullying.co.uk		
Cyberbully.org http://www.cyberbully.org		
Cybersmart http://www.cybersmartcurriculum.org/home		
DfES 'Don't Suffer in Silence' http://www.dfes.gov.uk/index.shtml		
For Kids By Kids Online http://www.fbkko.co.uk		
Internet Safety Zone http://www.internetsafetyzone.com		
Internet Super heroes http://www.internetsuperheroes.org/cyberbullying		
Know it All http://www.childnet-int.org/kia		

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Netsmartz Teens http://www.netsmartz.org/netteens.htm	👉	
NCH Stoptextbully.com http://www.stoptextbully.com	👉	👉
Websafe Crackerz http://www.websafecrackerz.com		
Wise Up to IT http://www.wiseuptoit.com.au		

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Appendix 2: Cyberbullying Reporting Routes

There are a number of reporting routes available to children and young people. These include commercial reporting systems, charities and industry providers.

Commercial Reporting System	
Text Someone http://www.textsomeone.com	Text Someone works by the provision of a mobile telephone number and local rate phone number to a school. These numbers can then be promoted by the school using a range of posters, press releases to the local press and, most importantly, a card that the school provides for each pupil.
Mobile Reporting Numbers	
NCH	Text 'bully' to 60000
Connexions	Text on 08000 968 336
24 hr Help lines	
ChildLine	0800 1111
NSPCC	0808 800 5000
Samaritans	08457 909090

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Connexions	080 8001 3219
<i>Mobile Providers</i>	
Orange	0797 3100150 or 150 from an Orange phone
Vodafone	0870 070011 or 191 from a Vodafone phone
O2	0870 5678678 or 4445 from an O2 phone
Virgin Mobile	0845 6000070 or 789 from a Virgin phone
3 Network	0870 7330333 or 333 from a 3 Network phone
T-Mobile	0845 4125000
<i>Land Line Providers</i>	
British Telecom	0800 661 441
NTL	0845 454 0000
Telewest	0845 142 0220

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Appendix 3: Cyberbullying Research Reports: Key Findings

Balding, J. (2005) Young People in 2004: the health-related behaviour questionnaire results for 40,430 young people between the ages of 10 and 15. *Schools Health Education Unit, Exeter*

Country	Sample size	Age group
UK	40,430	10-15yrs
Findings:		
1% pupils aged 10-11yrs bullied using mobile phone in previous month		

Beran, T. and Q. Li (2005) 'Cyber-Harassment: A Study of a New Method for an Old Behaviour'. *Journal of Educational Computing Research* 32(3): 265-277.

Country	Sample size	Age group
Canada	432	Grades 7-9
Findings:		
<ul style="list-style-type: none"> • 69% heard of incidents of cyber-harassment • 21% have been harassed several times • 3% admitted engaging in this form of harassment 		

Carnell, L. (2006) *Bullying Online: The national Survey*, www.bullying.co.uk. Online at http://www.bullying.co.uk/nationalsurvey/thenationalbullyingsurvey_results.pdf [Accessed 5 November 2006]

Country	Sample size	Age group
UK	4,772	Children (detail not given)
Findings:		
<ul style="list-style-type: none"> • 7% have been victims of cyberbullying 		

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Espelage, D. L., K. Bosworth, et al. (2000) 'Examining the social context of bullying behaviours in early adolescence'. *Journal of Counselling and Development*. 78: 326–333.

Country	Sample size	Age group
USA	558	Middle school
Findings:		
<ul style="list-style-type: none"> • Only 19.5% of the sample reported exhibiting no bullying behaviour in the past 30 days. • Parental physical discipline, time spent without adult supervision, negative peer influences, and neighbourhood safety concerns were each positively associated with bullying behaviour. • In contrast, positive adult role models were associated with less bullying behaviour. 		

Finkelhor, D., K. Mitchell, et al. (2000) *Online Victimization: A Report on the Nation's Youth*. Washington: DC, National Center for Missing and Exploited Children.

Country	Sample size	Age group
USA	1,501	10-17 yrs
Findings:		
<p>6% had been victims of harassment in the last year</p> <p>Who were the victims?</p> <ul style="list-style-type: none"> • Boys and girls were targeted about equally (51% and 48%) • 70% of the episodes occurred to youth 14 and older. • 18% of targeted youth were 10, 11, or 12. <p>Who were the perpetrators?</p> <ul style="list-style-type: none"> • 54% were reported to be male, but 20% were reportedly female • 63% of perpetrators were other juveniles • 24% of perpetrators lived near (within an hours drive of) the youth • 28% of the harassment episodes involved known perpetrators. <p>Victim reporting</p> <ul style="list-style-type: none"> • Parents were told about these episodes half the time. • Slightly more than a third of youth told friends. • 21% of the episodes were reported to Internet service providers, 6% to teachers, and 1% to a law enforcement agency. • 24% of harassment incidents were undisclosed. 		

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Finn, J. (2004) 'A Survey of Online Harassment at a University Campus'. *Journal of Interpersonal Violence* 19(4): 468-483.

Country	Sample size	Age group
USA	339	18+ yrs
Findings:		
<ul style="list-style-type: none"> • 10% to 15% had been victims of cyberbullying • More than half of the students received unwanted pornography • 7% of students reported online harassment to an authority 		

Li, Q. (2006) 'Cyberbullying in Schools: A Research of Gender Differences'. *School Psychology International* 27(2): 157-170.

Country	Sample size	Age group
USA	177	Grade 7
Findings:		
<ul style="list-style-type: none"> • 54% of the students were victims of traditional bullying and over a quarter of them had been cyber-bullied • 60% of the cyber victims are females • over 52% of cyber-bullies are males • Majority of victims and bystanders did not report the incidents to adults 		

MSN (2006) 'Cyberbullying Report.' Available online at www.msn.co.uk/cyberbullying
[Accessed 12 October 2006]

Country	Sample size	Age group
UK	518	12-15yrs & parents
Findings:		
<ul style="list-style-type: none"> • 11% have been victims of cyberbullying • 24% know someone who has been a victim • 20% admitted being a perpetrator 		

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- 13% said cyberbullying worse than traditional bullying
- 74% never reported last instance of cyberbullying

Noret, N. and I. Rivers (2006) 'The prevalence of bullying by text message or email: results of a four year study'. *Poster presented at British Psychological Society Annual Conference, Cardiff.*

Country	Sample size	Age group
UK	11,227	13-24 yrs
Findings:		
Charted rise of cyberbullying over a four year study:		
<ul style="list-style-type: none"> • 5.8% have been victims of cyberbullying in 2002 • 5.9% have been victims of cyberbullying in 2003 • 7.4% have been victims of cyberbullying in 2004 • 7.0% have been victims of cyberbullying in 2005 		

O'Connell, R. (2002) *Young people's Use of Chat Rooms: Implications for Policy Strategies and Programs of Education.* CRU, UCLAN.

Country	Sample size	Age group
UK	1369	9-16yrs
Findings:		
<ul style="list-style-type: none"> • 20% been harassed in a chat room • 14% admitted harassing someone else 		

Oliver, C. and Candappa, M. (2003) *Tackling Bullying: Listening to the views of Children and Young People.* Department for Education and Skills, Nottingham.

Country	Sample size	Age group
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UK	970 (82% of 1183)	Year 8
Findings:		
<ul style="list-style-type: none"> • 4% of pupils had received nasty text messages • 2% had received nasty e-mail messages 		

Smith, P. K., J. Mahdavi, et al. (2006). An investigation into cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying, Anti-Bullying Alliance.

Country	Sample size	Age group
UK	92	11-16yrs
Findings:		
<ul style="list-style-type: none"> • 22% had been victims at least once • 6.6% had experienced cyberbullying more frequently • Around one third of victims have told nobody 		

Tesco Mobile and NCH (2005). Putting U in the Picture – Mobile bullying survey, Tesco Mobile and NCH.

Country	Sample size	Age group
UK	770	11-19 yrs
Findings:		
<ul style="list-style-type: none"> • 20% had been victims of cyberbullying • 73% knew the perpetrator, 26% said it was a stranger • 28% did not report the incident • 11% admitted having sent a bullying message to someone else 		

Vandebosch, H., K. Van Cleemput, et al. (2006) *Cyberbullying among Youngsters in Flanders*. Brussels, University of Antwerp, viwTA, The Commission for Culture, Youth, Sport and the Media of the Flemish Parliament.

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Country	Sample size	Age group
Belgium	636 1416	Primary Secondary
Findings: Over the previous 3 months:		
<ul style="list-style-type: none"> • 61.9% have been victims of cyberbullying • 52.5% have been perpetrators • 76.3% have been bystanders • 63.8% believe cyberbullying is a 'big problem' 		

Ybarra, M. L., K. J. Mitchell, et al. (2006) 'Examining Characteristics and Associated Distress Related to Internet Harassment: Findings From the Second Youth Internet Safety Survey'. *Paediatrics* 118(4): 1169-1177.

Country	Sample size	Age group
USA	1500	10-17
Findings:		
<ul style="list-style-type: none"> • 9% of the youth who used the Internet were targets of online harassment in the previous year • 32% of the targets reported harassment 3 times in the previous year • In specific incidents, almost half (45%) knew the perpetrator in person before the incident • 50% of perpetrators were male • One in 4 targets reported an aggressive offline contact (e.g., the perpetrator telephoned, came to the youth's home, or sent gifts) • 66% disclosed the incident to another person 		

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