



BoysTown

Fresh start.
New hope.

Submission to the General Purpose Standing Committee No. 2 of the New South Wales Legislative Council

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Executive Summary

This submission responds to four (4) of the seven (7) Terms of Reference for the Inquiry into bullying of children and young people. In preparing this submission an analysis has been undertaken of the 16,750 contacts received by Kids Helpline about bullying since 2004.

This submission is also informed by a current online survey by BoysTown about cyber-bullying. Consequently, the voice of young people impacted by bullying is directly presented in this submission. Based on this data BoysTown has made two (2) key recommendations for the Committee's consideration which we believe will significantly improve the current levels of support for children and young people who experience bullying as well as lead to its mitigation. The two (2) recommendations are:

Recommendations

Recommendation 1:

That the New South Wales (NSW) Government work in collaboration with and provide funding to community services to develop an awareness raising strategy that targets children and young people, and adults/parents to:

- a) encourage children and young people to speak out about bullying to trusted adults, and
- b) inform them of available services that can assist in ameliorating the impacts of bullying and in particular, in view of their effectiveness, telephone and online counselling resources.

Recommendation 2:

That the State Government initiate a review of the provision of peer helper programs across NSW schools to ascertain current availability of and service levels to children and youth and fund gaps identified from this analysis.

Introduction

BoysTown is predominantly a youth specialist agency, our mission is ***'to enable young people, especially those who are marginalised and without voice, to improve their quality of life'***.

BoysTown has delivered services to disadvantaged and 'at risk' young people, children and families for more than 48 years. We work with people who have been excluded from full participation in family life, community activity and the labour market due to family conflict, trauma, mental health and substance misuse issues, intergenerational unemployment and disrupted education.

BoysTown currently provides a range of services to young people and families seeking one-off and more intensive support including:

- Kids Helpline which provides a national 24/7 telephone and on-line counselling service for five to 25 year olds with special capacity for young people with mental health issues
- Accommodation responses to homeless families and women and children seeking refuge from Domestic/Family Violence
- Parenting Programs offering case work, individual and group work support and child development programs for young mothers and their children
- Parentline, a telephone and on-line counselling service for parents and carers in Queensland and the Northern Territory
- Paid employment to more than 200 young people each year in supported enterprises as they transition to the mainstream workforce
- Training and employment programs that skill young people allowing them to re-engage with education and/or employment, and
- Response to the needs of the peoples of the remote Indigenous communities of the Tjurabalan in Western Australia.

This submission provides responses to the Committee's Terms of Reference, in particular Numbers 1, 2, 3 and 5. It is based on the 16,750 bullying related counselling contacts received from to children and young people from Kids Helpline in the past five years as well as our case work with young people across our personal development programs.

Terms of Reference No 1:

The nature, level and impact of bullying among school age children and young people under the age of 18, including apprentices and trainees

Kids Helpline collects information on a range of issues presented by children and young people to the service. Counsellors record demographic data as well as classifying contacts according to a defined set of problem types. In some instances, counsellors may also gather qualitative information from the child or young person in order to provide further assistance to the young person and to give voice to their concerns within the Australian community.

BoysTown is currently conducting an on-line survey about cyber-bullying. To date, 47 children and young people have participated in the survey. There are many methodological issues regarding on-line surveys which inhibit the generalisation of findings. However, given the lack of research into the nature and impacts of cyber-bullying the results of this survey provide a valuable source of information for the Bullying Inquiry. Preliminary results to date are outlined in Appendix 1.

The following analysis is based on the data sources detailed above. Case examples from Kids Helpline's contact with children and young people about bullying are used to highlight key issues concerning bullying.

Definition of Bullying

The definition of bullying used within BoysTown (inclusive of Kids Helpline) is that it *'involves the deliberate psychological, emotional and/or physical harassment of one person by another or by a group, at school or in transition between school and home. It includes exclusion from peer group, intimidation, extortion and violence'*. This definition reflects the fact that bullying is more frequent at school¹. *'Cyber-bullying' includes the transmission of hurtful messages and images by SMS, email or through the use of the internet.*

Nature of Bullying

Between 2004-2008, Kids Helpline received a total of 16,750 counselling contacts via telephone, email and the web where the primary or secondary purpose of the contact was about bullying. This was 5.6% of all problems that were raised with counsellors. On average, this equates to approximately 64.4 contacts about bullying each week over the five-year period.

Gender

Despite research results that show that young males are more likely than females to be the perpetrators and victims of bullying, young females are more likely than males to share their experience with Kids Helpline. As Graph 1 indicates, the percentage of all males and females with bullying concerns compared with all males and females who seek counselling from Kids Helpline has remained consistent over the five year period. Females made up around 80% of contacts with KHL but, among all bullying concerns, females made up around 60%. Males, who make up 20% of contacts to Kids Helpline, made up the remaining 40% of all bullying concerns.

¹ Kulig, J. C., Hall, B.L., Grant, K. 2007: 3

The trend among males and females in NSW is similar to the national trend.

Graph 1: Analysis of Gender – Australia and NSW contacts with Kids Helpline

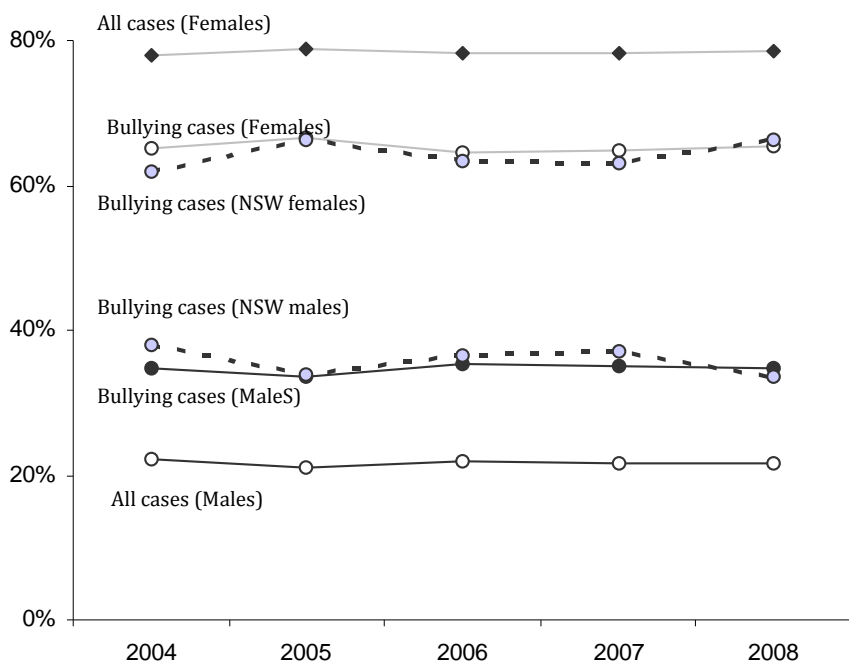


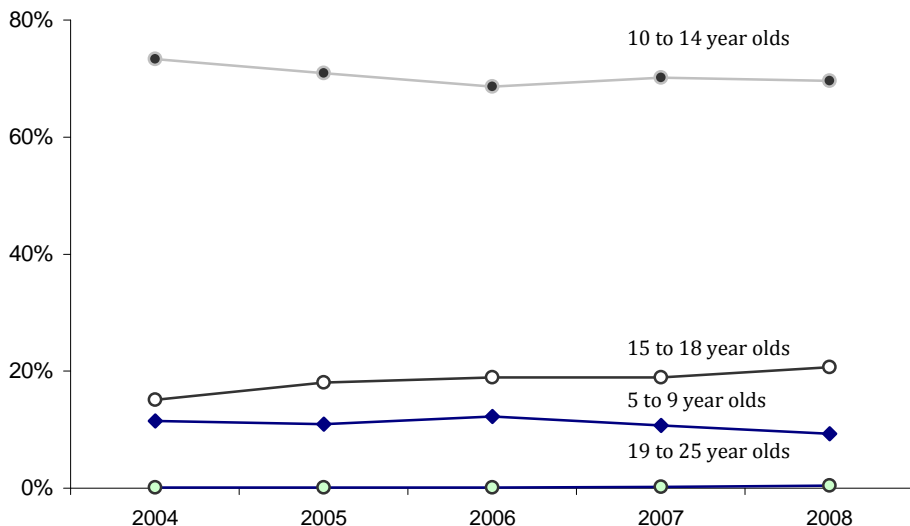
Table 1: Contacts from New South Wales about Bullying by Gender

	2004	2005	2006	2007	2008
Females	62.0%	66.2%	63.5%	63.0%	66.4%
Males	38.0%	33.8%	36.5%	37.0%	33.6%

Age

Regardless of gender, young people in the 10–14 year-old age bracket made up the majority of children for whom bullying was a concern (Graph 2). However, there is a small but noticeable increase in the percentage of bullying concerns from 15–18 year-olds across Australia.

Graph 2: Analysis of Contacts about Bullying by Age group, Australia



The age breakdown of those from NSW with bullying concerns was similar to the national trend.

Graph 3: Analysis of Contacts about Bullying by Age group – New South Wales

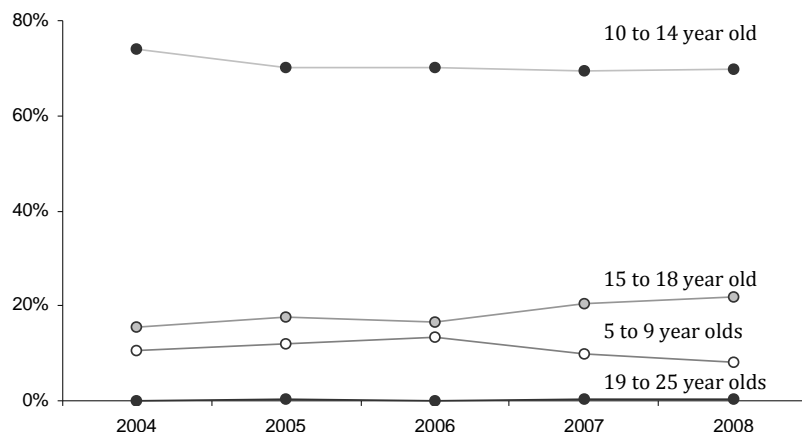


Table 2: Proportion of Contacts from New South Wales about Bullying by Age group, 2004-08

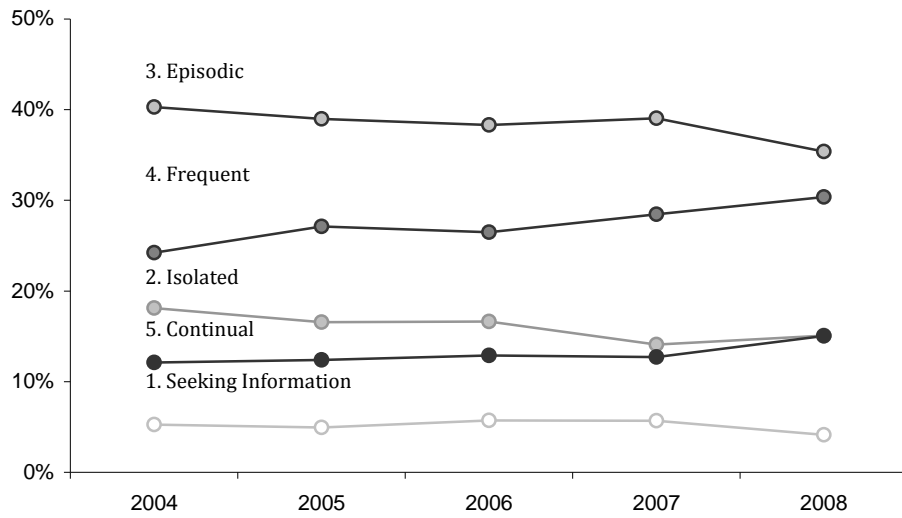
Bullying Contacts (NSW)					
AGE group	2004	2005	2006	2007	2008
5 to 9	10.6%	12.0%	13.2%	10.0%	8.0%
10 to 14	73.9%	70.1%	70.1%	69.3%	69.7%
15 to 18	15.4%	17.8%	16.6%	20.4%	22.0%
19 to 25	0.1%	0.2%	0.1%	0.3%	0.3%

Severity of Concerns

Counsellors rate contacts about bullying into five levels of severity, ranging from 1 'Information seeking' to 5 'Continual harassment'.

A consistent pattern regarding the severity of bullying contacts at both a National and New South Wales level has emerged over the past five years. For each year, over two thirds of all concerns were judged to be about episodic and frequent bullying. In 12 to 15% of cases, young people were subjected to continual harassment and information seeking accounted for around 6% of concerns. However, in 2008 at a National and State level there has been an increase in contacts to Kids Helpline from children and young people concerning continual harassment. These trends are graphically depicted in Graphs 4 to 5. In addition, Table 3 provides a proportional breakdown of bullying contacts by type of severity for New South Wales.

Graph 4: Severity of Bullying Contacts to Kids Helpline: Australia



Graph 5: Severity of Bullying Contacts to Kids Helpline: New South Wales

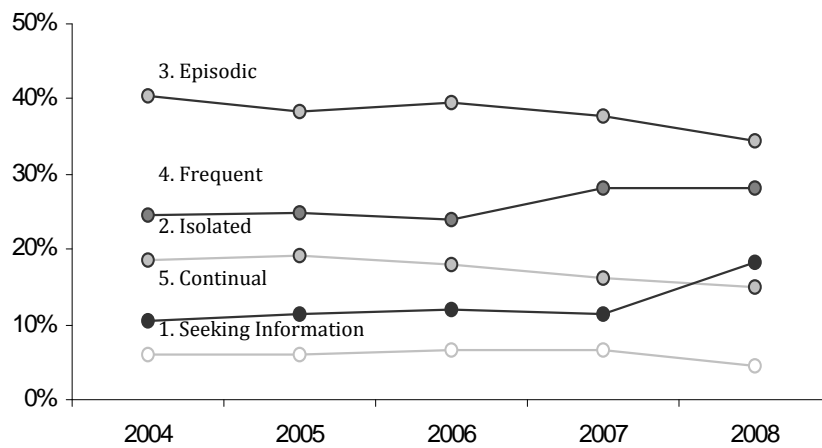


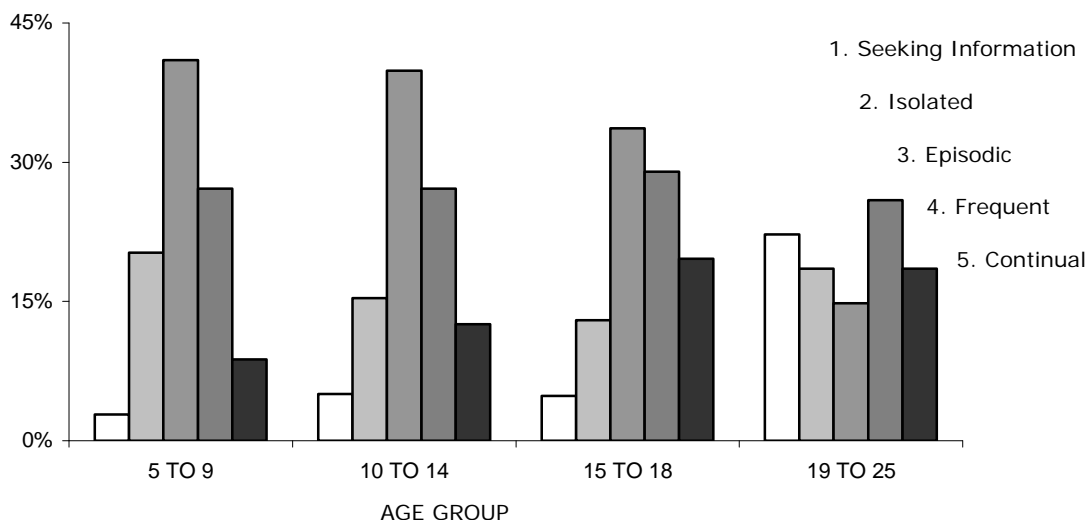
Table 3: Proportion of Contacts from New South Wales about Bullying by Severity Type 2004-08

Bullying type	2004	2005	2006	2007	2008
Seeking Info	6.0%	5.9%	6.5%	6.5%	4.4%
Isolated	18.7%	19.2%	17.9%	16.2%	14.9%
Episodic	40.4%	38.4%	39.4%	37.8%	34.4%
Frequent	24.4%	25.0%	24.0%	28.1%	28.1%
Continual	10.5%	11.5%	12.1%	11.5%	18.1%

Some age group trends are evident in the information on severity. Those aged 5–9 years were more likely to report isolated or episodic bullying than were young people on average. Young people aged 15–18 years were more likely to make contact about frequent bullying or continual harassment than were clients on average.

Looking at age-related trends, there is a small but identifiable trend toward reports from older adolescents about serious bullying.

Graph 6: Type of Bullying Severity by Age – Australia



In NSW over two-thirds of bullying is episodic and frequent in nature. The 19-25 year olds' numbers are too low to be included.

Graph 7: Type of Bullying Severity by Age – New South Wales

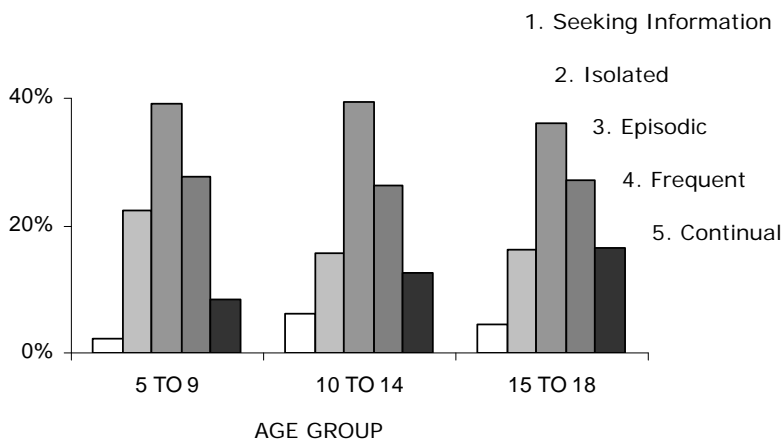


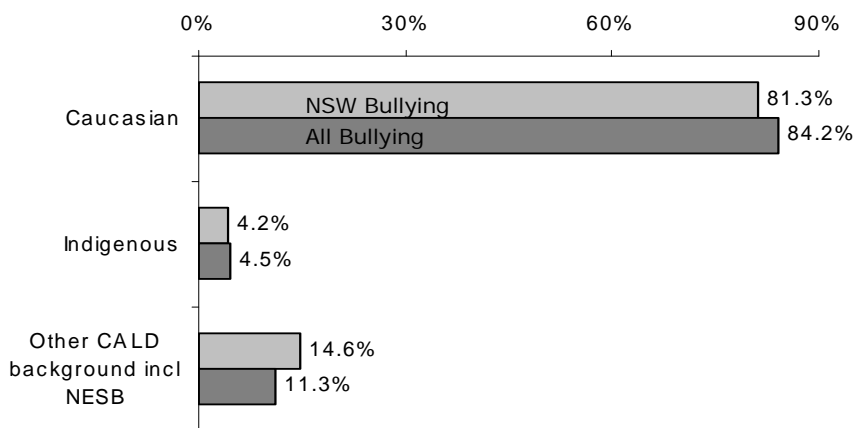
Table 4: Proportional Analysis of Bullying Severity by Age – New South Wales

Age group	5 to 9	10 to 14	15 to 18
1. Seeking Information	2.2%	6.1%	4.4%
2. Isolated	22.4%	15.6%	16.3%
3. Episodic	39.2%	39.5%	36.2%
4. Frequent	27.7%	26.2%	27.0%
5. Continual	8.5%	12.7%	16.4%

Ethnicity

Nationally, the large majority of children contacting Kids Helpline about bullying (for whom ethnicity was known) were from Caucasian backgrounds. The breakdown of young people contacting the service about bullying by ethnicity is consistent with the ethnic breakdown for all Kids Helpline counselling clients (Graph 8). However the proportions within NSW are slightly different, especially with callers from a culturally and linguistically diverse background (CALD). For New South Wales 14.6% of bullying contacts were from children and young people with CALD backgrounds compared to 11.3% for all of Australia.

Graph 8



Since July 2008, Kids Helpline has also gathered 40 reports from children and young people on their experiences with being cyber-bullied. The information from these reports have been augmented by data from the current online survey concerning cyber-bullying. This information provides insights into contemporary cyber-bullying behaviour.

The most common technologies and online places used to cyber-bully children and young people in order of highest to lowest frequency are:

- Email
- A chat room
- A social networking site
- Mobile phone including MMS, SMS or phone call
- Other websites
- Other online forms e.g. Twitter, game forums, MSN, Messenger

These technological mediums and online places are used to cyber-bully children and young people by was of²:

- Name calling
- General abusive comments
- Distributing false rumours about the target child or young person
- Slamming their opinions in chat rooms
- Threats of physical harm
- Exposure to sexually explicit images of the bully and others
- Spreading defamatory images of victims
- Exclusion in internet chat rooms
- Identity theft and the subsequent impersonation of themselves by others on websites.

Impact

Kids Helpline holds 2,238 qualitative reports on bullying. A random selection of recent reports from 2007-08 were analysed to provide insight as to the emotional and behavioural impact of bullying on children and young people. In summary, the key findings from this analysis are consistent with other research undertaken by Kids Helpline over the past decade. Overall, the most frequent impacts of bullying on children and young people appear to be:

- Low self-esteem and loss in confidence
- Anxiety
- Depression
- Sadness
- Fear
- Anger
- Embarrassment
- Detrimental impact on academic achievement due to difficulties the affected child has in concentrating
- Truancy behaviour by the child to avoid the bullying behaviour
- Poor health and persistent feelings of being physical ill
- Self harming/suicidal thoughts and behaviours

The analysis also indicates that the reactions of the child or young person to bullying behaviour negatively impacts on the quality of their relationships with family, peers, and authority figures.

Case Example:

A 12 year-old male called sounding very sad and depressed. His dad had taken him to school earlier in the day but he refused to get out of the car. This had been happening at least once a week. He said that a group of boys in the other Year 6 class were harassing him continually. He felt inadequate about his sporting and academic abilities and was reluctant to discuss these feelings with his parents or teachers.

These findings as to the impact of bullying are consistent with contemporary research both in Australia and internationally³. However, it should be noted that in research literature it is still unknown whether these reactions are solely an outcome of being bullied or whether these emotions and behaviours were present prior to the bullying commencing and in fact

² These mediums are ranked in order of frequency

³ Campbell, M. 2005: 71, Kullg, J., et al., 2007: 3-4, Patchin J., & Sameer, H. 2006: 151-2, Roberts, L., 2008: 5-6

predisposed the child and or young person in becoming a target of bullying behaviour and therefore, were subsequently reinforced through the experience of being bullied⁴.

A further analysis was undertaken of the 40 reports on cyber-bullying collected by Kids Helpline counsellors as well as the results of the previously mentioned online survey. The reactions of children to cyber-bullying are similar to those provoked by face-to-face bullying.

Furthermore, there is evidence indicating that these reactions may be more severe in instances where children are bullied through Information and Communication Technology (ICT). Preliminary results indicate that children and young people impacted by cyber-bullying tend to more frequently report suicide ideation as a reaction to this form of bullying than by children dealing with face-to-face bullying. Although it would be problematic to develop generalised findings from this small sample size it does indicate the need for further research. Some researchers have speculated that the nature of cyber-bullying may induce more severe reactions in children and young people.⁵ For example, cyber-bullying can involve the public humiliation or embarrassment of a child across a wider audience and the bullying behaviour can be more invasive as the bully can breach the targeted child's privacy through the use of the internet and the mobile phone. The data collected to date by Kids Helpline gives credence to this view.

Case Example:

A 12 year old young female and her mother rang Kids Helpline. Child caller was feeling anxious and upset because someone had hacked into her MSN account and then had sent hostile and abusive messages to her friends. She spoke about being bullied in the past and felt that this situation was similar. Her mother said that she was concerned as her daughter had mentioned suicide as a solution to this current situation

The negative impacts on the emotional and psychological health of children and young people from bullying behaviour can for some be long-term. Studies suggest that for some victims' feelings of depression can continue into early adulthood.⁶ There are also long-term consequences for those that bully. Bullies tend to exhibit higher levels of anti-social and criminal behaviour in adulthood.⁷ Their aggressive approach towards personal relationships involving victimisation may also be carried over into their relationships with future partners leading to domestic violence issues.⁸ Consequently, unless bullying behaviour is addressed at an early stage long-term harm can occur to both the bullied and the bully which results in ongoing social and economic costs for the community.

Terms of Reference No 2:

Factors contributing to bullying

From the analysis of reports from children and young people about their experiences of being bullied the main factors that seem to trigger bullying behaviour by others include:

- Ethnicity
- Physical differences e.g. hair colour, disability, developmental spurt/delay, accent
- Being new to an area or group
- Sexual orientation
- Resistance to peer norms to behave in a certain way
- High achievement

4 Campbell, M. 2005: 71

5 Campbell, M. 2005: 71

6 Patchin et al., 2006: 151

7 Espelage, D., Bosworth, K., & Simon, T. 2000, Patchin et al., 2006: 151 & Kullig et al., 2008: 4

8 Kullig et al., 2008: 4

However, this profile raises a critical issue in the support of children who are bullied. A trap parents, teachers and others caring and working with children often fall into is to unintentionally blame the child for having been bullied. Statements such as 'you need to stand up to the bullies' or 'just tell them to stop' will increase the child fears that they provoked the bullying behaviour because they were unable to do these things. The inherent message is that it is their fault and they should actively do something about it⁹. This will intensify their emotional hurt regarding the bullying. The alternate message is that bullying is not their fault or responsibility and that they should not be forced to change. This is part of the approach taken by Kids Helpline counsellors who use empowerment counselling strategies in working with children and young people. In our experience from working with thousands of young people who have experienced bullying, engendering respect and the valuing of diversity needs to be a key ingredient in any effective anti-bullying strategy.

Case example:

Twelve year-old Matt rang to talk about the ongoing physical and verbal bullying he received at school. It involved verbal taunts and pushing and shoving from boys in the same grade, and had been going on for at least six months. He was extremely agitated and upset. Matt said he felt powerlessness and described the effect the bullying had had on his life. He had not been able to do this previously because he felt embarrassed and alone.*

Time was spent talking about why bullies bully. Is it for entertainment? Jealousy? To make them feel better about themselves or their life? Maybe they had been bullied and were now taking the 'first punch' before getting hit themselves?

By exploring various possibilities Matt was able to see there was nothing wrong with him as a person because a bully's motivation is almost always about the bully's own life and feelings. Matt described what he had done to try to combat the bullying and discussed new strategies including: talking to teachers and friends, moving areas in the playground and building his own confidence by doing activities he enjoyed and is good at.

*The call concluded with a visualisation technique, suggesting Matt imagine having a force field around him, no taunts or insults could get through, and what was inside the force field was his friends, loved ones, skills, abilities and all the things in his life he valued and cared about. No other person could take these away from him. *Name has been changed for privacy reasons*

There are lots of different reasons for bullying. Some reasons identified by young people include:

- They might get power and strength from bullying others
- As a way to be popular and get known at school
- Because they are scared, so they try to scare others to hide their feelings
- Because they are unhappy and take it out on others
- Because they are being bullied themselves
- Using bullying as a way to try and be happier

The other issue to consider to fully understand bullying and the nature of effective preventive responses is that it is a dynamic process located within a child or young person's social/peer network. An individual child and young person may at various times be bullied, be the bully or act as a witness and bystander to the bullying episode¹⁰. Nearly 40% of young people who have participated in the BoysTown cyber-bullying survey as a victim of bullying reported that they had also bullied another. In addition, young people reported that over half (58% of respondents) knew who the cyber-bully was and that 47% of respondents also had been bullied 'face-to-face' by the cyber-bully. Consequently, this gives evidence supporting the finding that bullying is a group phenomenon predominantly involving a child or young person's peer network. This finding is consistent with other research into this issue¹¹.

9 Campbell, M. 2007: 6-7

10 Kulig, et al., 2008: 3

11 Kulig, et al., 2008: 3-4, Campbell, M. 2007: 7 & Campbell, M. 2005: 71

These findings should be considered in the development of effective anti-bullying strategies.

Terms of Reference No 3:

Prevention and early intervention approaches to address bullying, including 'cyber-bullying'

Terms of Reference No 5:

The evidence base for effective anti-bullying approaches

Considerable research has been undertaken on responses to bullying. Responses in research literature are broad in scope and cover intervention strategies at individual, school, community and legislative levels¹². From a Kids Helpline perspective we wish to highlight two critical responses that we believe will be effective in preventing bullying in our community.

Increase the help seeking behaviour of children and young people subject to bullying by implementing a communication strategy that:

- a) encourages children and young people to 'Speak Out' about bullying, and**
- b) raises awareness of available services, in particular telephone and online counselling services.**

Children and young people will rarely inform adults including their parents and teachers on their own initiative about being bullied¹³. There are various reasons why children and young people do not reach out and seek help. This includes a feeling of humiliation and embarrassment, a belief that they will not be believed or a fear that their concerns will be trivialised¹⁴. Participants in the online Kids Helpline survey on cyber-bullying confirm this finding. Only 23 of the 47 participants had informed an adult about being cyber-bullied even though this group was actively seeking help as evidenced by their contact with Kids Helpline. Consequently, children and young people require information about why they should seek help about being bullied and who they can safely turn to for this assistance.

In our experience, the provision of information, support and counselling by telephone and online modalities is an effective way to assist children and young people to counter the impacts of bullying. Telephone and online counselling is anonymous, confidential and can be freely accessed through land lines, mobiles and the web. Research demonstrates that children and young people feel more able to discuss their concerns in an environment that can ensure their privacy¹⁵.

Telephone and web-based counselling is also an effective way to empower children and young people to deal with their concerns. For example, children and young people rate highly the effectiveness of counselling received through Kids Helpline. In 2008, 77 clients of Kids Helpline were surveyed in relation to their experiences with the service. Of the total group, 95.6% reported having gained some ideas on how to deal with their problem, thus increasing their confidence in handling the issue(s). Indeed, almost half (44.6%) expressed they 'strongly agreed' that they'd gained ideas on dealing with things. Additionally, 92.7% of clients surveyed reported feeling at least somewhat able to deal with their problem(s) following their call, of whom 17.2% expressed being 'very able'¹⁶. These results are consistent with the participants in the cyber-bullying survey where 50% reported that their contact with Kids Helpline was 'very helpful' and a further 13% found their contact to be 'somewhat helpful'. These findings are also consistent with international research into the

¹² For a review of the literature please refer to: Campbell, M. 2005: 71-74, Roberts, I. 2008: 6-7

¹³ Campbell, M. 2007: 5

¹⁴ Campbell, M. 2007: 5

¹⁵ Coman g., Burrows, G., & Evans, B. 2001: 256, Mallen M., Rochlen, A., & Day, S. 2005: 826, Urbis Keys Young 2003: 63.

¹⁶ BoysTown: 2008 page 1-3

effectiveness of telephone and web counselling. Subsequently, telephone and online counselling are effective intervention modalities that can make a difference by empowering children and young people to deal with the bullying behaviour of others.

It is recommended, therefore, that an awareness campaign be conducted with children and young people to promote their help seeking behaviour and to ensure they know about available sources of support and counselling to deal with bullying.

Case Example:

A young girl rang Kids Helpline very distressed about being bullied at school by female peers. She was away on a holiday with her parents and started receiving multiple abusive text messages from this group.

The girl received around 20 messages over a two hour period and the messages included threats of harm. The girl did not want to tell her parents because she was worried they would take her mobile phone away to protect her and she would be the one who was punished for being bullied. She wanted to be able to keep her mobile phone but also wanted the bullying to stop.

The counsellor first concentrated on reducing the girl's high levels of distress. Strategies suggested included not responding to the text messages, as this would only escalate the situation, and turning off her mobile phone. They discussed coping strategies like calling a friend and having a chat, or going for a walk.

It was suggested the caller could address the long-term issue of the bullying by looking at what supports she had around her. They talked through the negative misconceptions of getting parents or teachers involved and discussed ways to approach her parents. The girl could tell mum and dad her strategies to deal with the bullying and explain that although the bullying was distressing, she would like to keep her phone to keep in contact with her friends.

By having her parents involved, the counsellor suggested she would have the support to help her go to a teacher about the bullying. The girl could approach the teacher herself or ask mum and dad to come up to the school with her. The counsellor also examined whether the girl and the peer group concerned had mutual friends who could help stop the cycle of bullying from within their groups.

The girl said she felt relieved that she had some strategies to go away with and felt more comfortable about approaching her mum and dad. She had turned off her mobile phone for the moment and was planning to go for a walk on the beach before talking to her parents.

Recommendation 1:

That the NSW Government work in collaboration with and provide funding to community services to develop an awareness raising strategy that targets children and young people, adults/parents to:

- a) encourage children and young people to speak out about bullying to trusted adults, and
- b) inform them of available services that can assist in ameliorating the impacts of bullying and in particular, in view of their effectiveness, telephone and online counselling resources.

Ensure access by all children to school based anti-bullying programs

From the current research on bullying it is evident that peer helper programs that seek to raise awareness about the dynamics of bullying amongst children and how they can help their friends to deal with this issue is an effective approach. As stated previously bullying is a social process that generally occurs within children's and young people's peer networks. It is also a dynamic process where an individual child can be the bully, the bullied or act as a bystander to the bullying behaviour. Bullying generally occurs at school particularly in the

transition period between primary and early secondary school.¹⁷ Children and young people that bully are also more likely to have friends who have positive attitudes towards violence.¹⁸ Furthermore, children and young people are more likely to disclose their concerns about being bullied and seek support from a peer rather than a parent or another adult¹⁹. Participants in the online cyber-bullying survey noted that 38% who had told a friend about being bullied found this to be 'very helpful' and 42% felt that this action had been 'somewhat helpful'. Consequently, the most direct intervention technique to prevent bullying is to positively influence the quality of 'peer to peer' relationships and to improve the ability of peers to provide support.

In general, effective peer helper programs involve:

- The teaching of positive social values²⁰
- Empathy training so that the bystanders speak out against the bullies instead of silently condoning the behaviour through their passivity²¹
- Assisting young people to enhance their helping skills so they can better support their friends at school
- Understanding the dynamics of bullying and brainstorming how students can end bullying in their school
- Peer mediation skills training, and
- The teaching of web etiquette, known as 'netiquette', to reduce cyber-bullying²².

There are numerous peer helper programs being implemented across Australia. It is suggested that a review be undertaken to assess the availability of these programs for school aged children in New South Wales with the aim of identifying any gaps in current service provision. This would then provide information for the development of effective remedial strategies.

Recommendation 2:

That the State Government initiate a review of the provision of peer helper programs across New South Wales schools to ascertain current availability and service levels to children and youth and fund gaps identified from this analysis.

17 Kulig, et al., 2008: 3

18 Kulig, et al., 2008: 3

19 Campbell, M. 2007: 5

20 Campbell, M. 2005: 73

21 Campbell, M. 2005: 73

22 Campbell, M. 2005: 73

Appendix 1:

Cyber-bullying Survey

Preliminary data – up to 3 March 2009

Methodology Overview

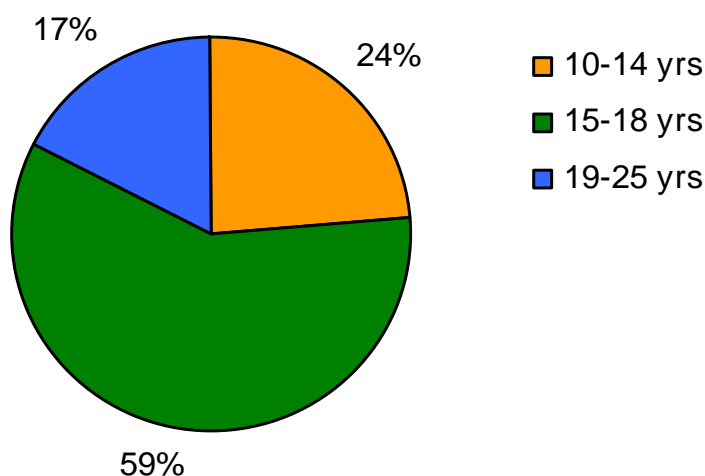
An online survey was created by BoysTown to collect information from children and young people who have been victims of cyber-bullying. The survey was activated in January 2009 and, at the time of writing, remains open. Participants include those who voluntarily elect to participate, prompted by either a link on the Kids Helpline (KHL) website or in the body of an automated email response generated by KHL's email counselling service outside of service hours. The data reported below are based on responses from the participants (n=47) who have completed the online survey to date.

The survey consists of 15 questions, including a mix of both structured and semi-structured. A number of multiple response items have been used to allow children and young people to reflect where a number of instances and/or issues relating to cyber-bullying may be relevant. Response on many of the items is not mandatory, resulting in missing data for some questions (Valid percentages have been reported below). In some questions, an 'other' field is available for participants to enter a more descriptive response. Where relevant, researchers have recoded such data to fit within its appropriate value.

1. Gender of participants:

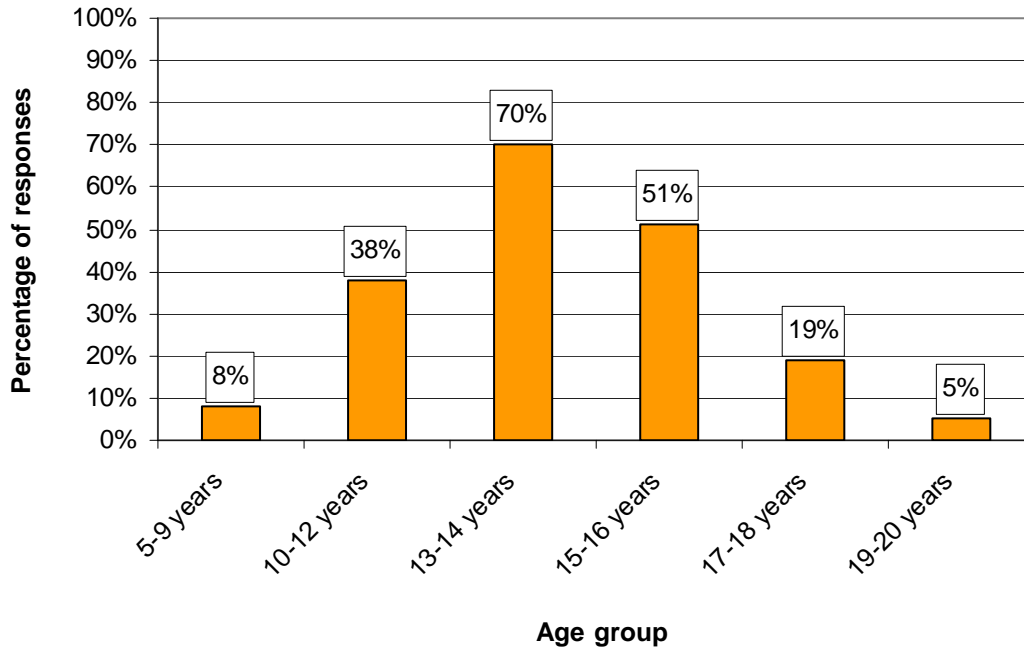
Gender	N
Female	43
Male	4

2. Current age of participants:

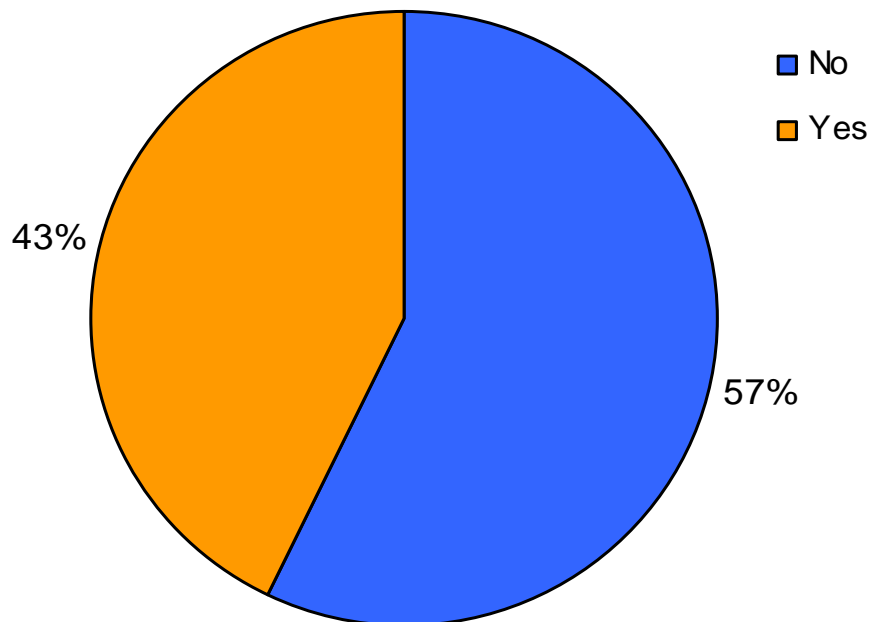


3. Age(s) when cyber-bullying occurred:

NB: Being based on multiple responses, percentages may not add up to 100%.

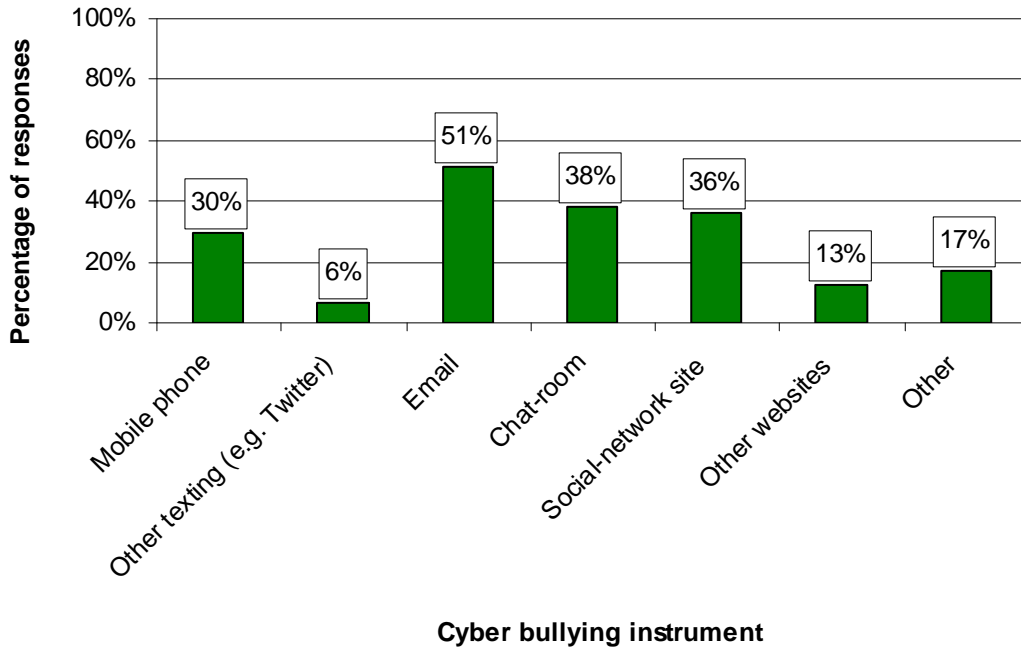


4. Are you still being cyber bullied?



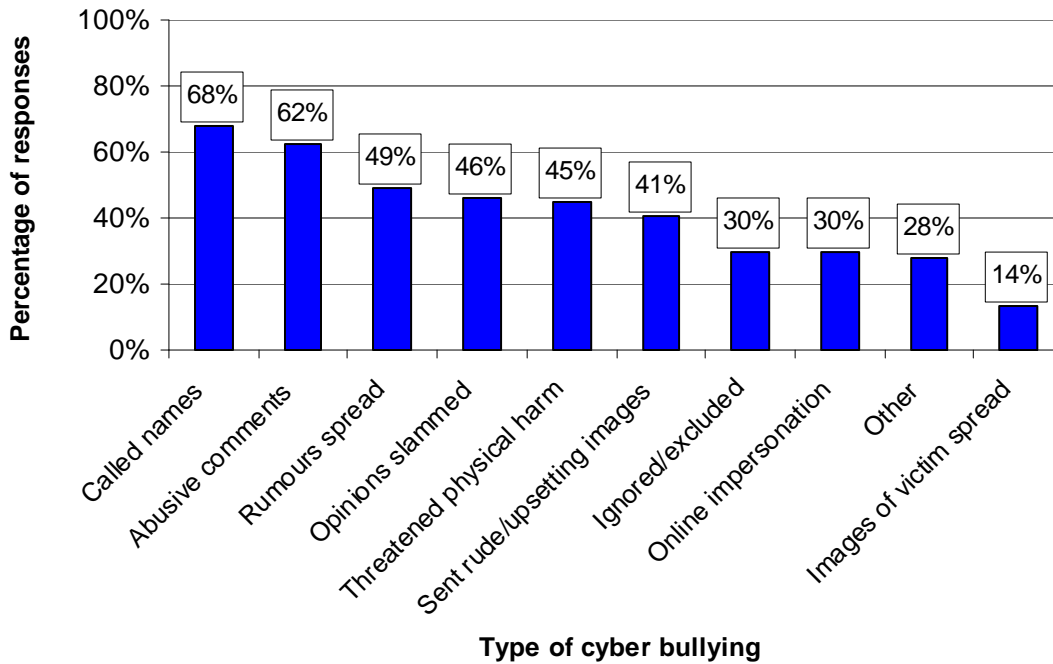
5. The various methods by which participants were cyber bullied:

NB: Being based on multiple responses, percentages may not add up to 100%.

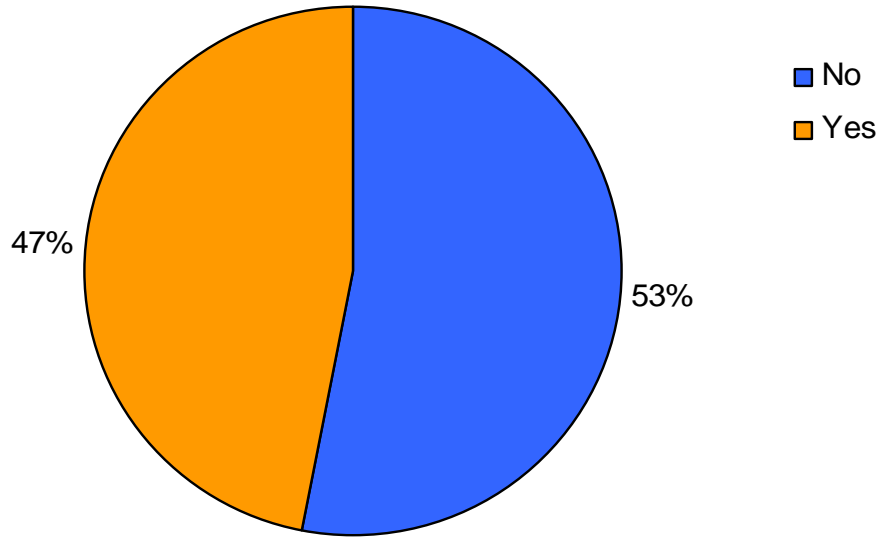


6. The type of cyber-bullying experienced by participants:

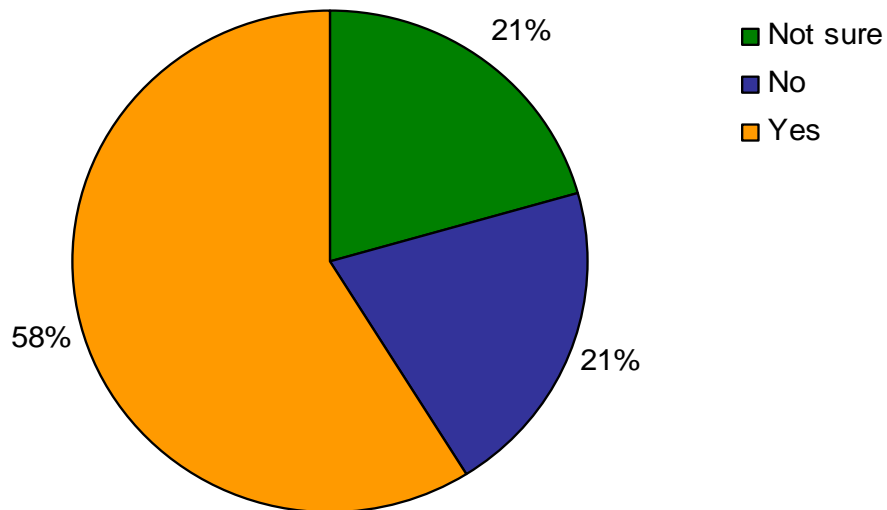
NB: Being based on multiple responses, percentages may not add up to 100%.



7. Incidence of cyber bullies also bullying the participant face-to-face:

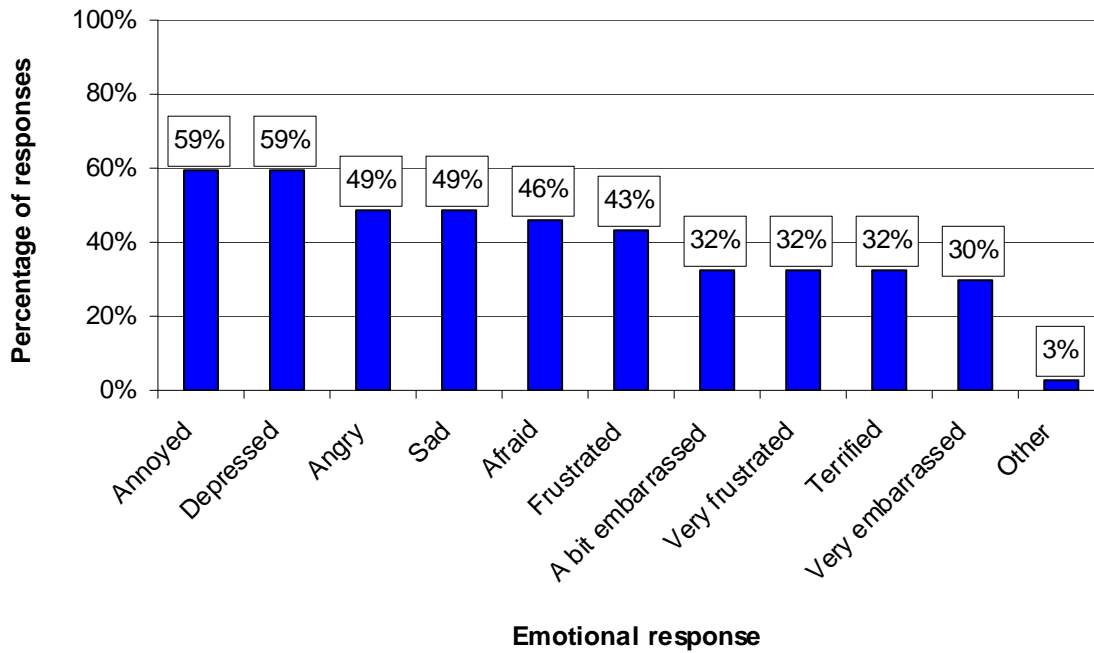


8. Participants' awareness of who their cyber-bully was:



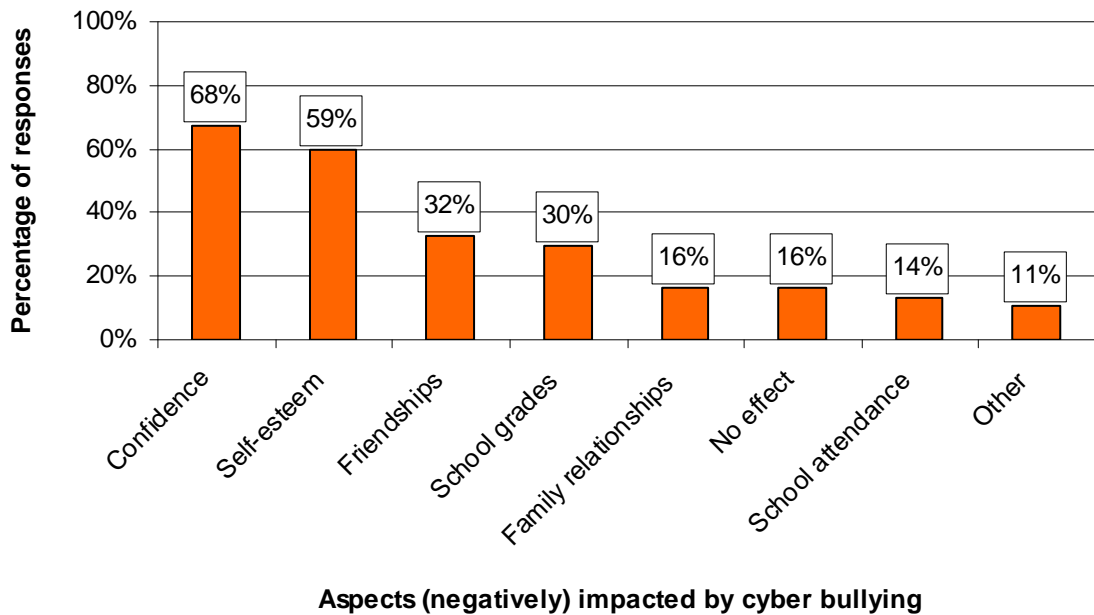
9. Participants' emotional response to the cyber-bullying:

NB: Being based on multiple responses, percentages may not add up to 100%.



10. Short-term impacts of the cyber-bullying:

NB: Being based on multiple responses, percentages may not add up to 100%.

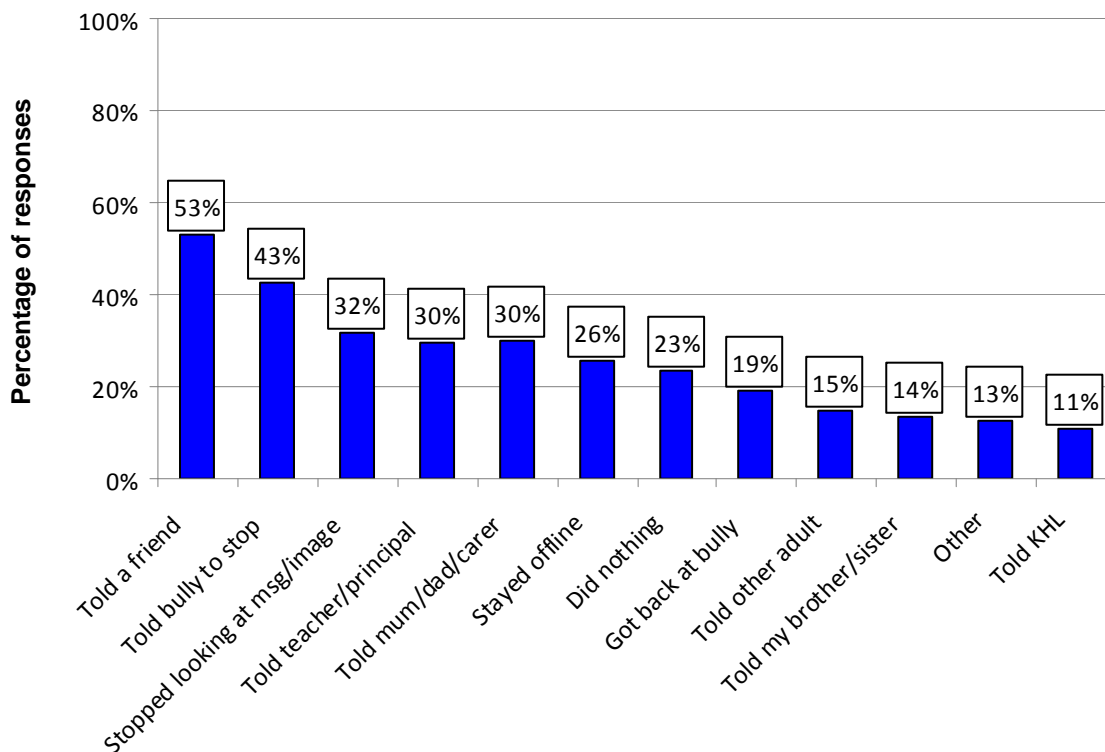


Responses to 'other' included:

- (1) hated everyone, everything
- (1) wanted to die
- (1) self-injured
- (1) was afraid to go to school

11. Action taken in response to cyber-bullying:

NB: Being based on multiple responses, percentages may not add up to 100%.



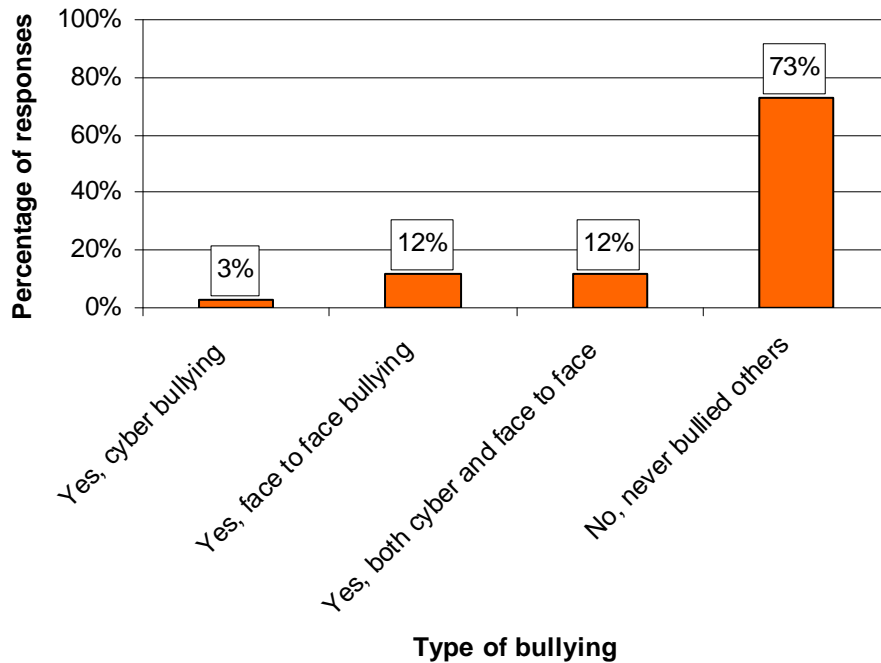
Action taken in response to cyber bullying

12. Effectiveness of action taken in response to bullying:

NB: respondents were able to respond to actions on this question regardless of whether they had identified it as an action of theirs in Q11. Subsequently, some discrepancy exists in the sample sizes of the two questions. Percentages do not all add to 100% due to rounding up/down.

Action	N=	Not helpful	Somewhat helpful	Very helpful
Did nothing	14	36%	43%	21%
Told bully to stop	22	73%	18%	9%
Stopped looking at image / message	18	28%	33%	39%
Stayed offline	13	31%	38%	31%
Got back at the bully	10	50%	30%	20%
Told a friend	24	21%	42%	38%
Told a brother / sister	8	38%	25%	38%
Told mum / dad / carer	14	29%	29%	43%
Told a teacher / principal	13	23%	38%	38%
Told another adult	11	36%	18%	45%
Told KHL	8	38%	13%	50%
Other	11	36%	18%	45%

13. Incidence of participants who have bullied others:



14. Participants' detailed description of cyber-bullying: (sample of responses)

- Bad stuff
- Emails saying that I have too many problems and I am messed up etc. Told I could no longer be her friend as I am too hard!
- Guy was really pissed off about something, he sent hate mail to my Myspace, and offered my friends money to kill me. Yeah
- I just came online and all these ppl just started saying stuff to me for no apparent reason
- I thought I was friends with this girl, I logged on to MSN and she just started calling me names and things.
- I was threatened to be hurt and it was bad but they never come.
- It's part of life, really. Have been called names, sworn at, had pictures of me posted on the board at work where men oogled at it, guys sending me live/photos of their genitals,
- I've been hit before
- I've been threatened before and got hit, etc
- My ex-fiancee got his gf to abuse me online, ,, calling me name etc
- One friend and I had a falling out (which to this day I still don't know why) and every time I went online he flipped out at me threatened to do things to me
- One time I had to put up with a guy asking for rude pics of me.... After I said no, he wouldn't stop. One day he went too far and sent a horrible pic of himself... I have never trusted guys since...
- Our whole group of friends used to talk on MSN messenger all the time after school
- People always call me names, but now know to ignore them and are never going on to Myspace again
- There was a group of girls who were friends of a friend they used to tease me. Also one of my friends decided she hated me so her and her new friends constantly ignored me or dissed me.
- They called me a rich idiot, no sense of style, a slut, whore and a bitch and I am fat as the people on the biggest loser
- They excluded me from the group and all ganged up on me...called me names on MSN...
- They invited me via email to a party that wasn't real. They also said mean things about me.
- They were being mean for no reason.
- This friend called my dad names and I got defensive and then another friend came in and threatened to bash me up at school and was very racist to me

15. Suggested advice to give friends being cyber bullied: (sample of responses)

- Blocking is your best friend!
- Build a bridge.
- Don't be afraid to ask for help
- Don't try and get even.
- Ignore it
- Ignore the bully, if the bully doesn't get a reaction they should stop, because the bullying becomes pointless.
- Just don't take things by heart because they are just jealous of what u have
- Nothing, because I would not say anything. I would just try to be there for him/her.
- Stay strong; there are other people like you and quit often the bully is bullying you because they are jealous about something. 1) B
- Talk about it might make things better
- Talk to kids help line! They are the best!!! *write down the number and hand it to them* and i would make sure that they are ok, and just talk to them... And give them a big hug! :p
- Tell an adult. It's not fair on you and it should be stopped. Don't be afraid of telling, it's the best thing you can do.
- Tell someone
- The moment that they start report it. Don't let it get too far and don't believe what they say.
- To not pay any attention and if it continues to speak to any adult
- To confront the person to find out what reason is behind the bullying...if that don't work then go and c the teacher or tell an adult...
- To tell an adult and maybe they can be helpful. And try to be strong enough to take it. But always tell somebody because it really could to a bad situation. You will get through this.
- Try and ignore it they have to sink that low and pick on u, they have nothing better to do in there life than pick on u.. N that there life must be pretty low with there own lives to pick on u, so they pick on u to make u feel better
- Try not to keep too close to a cyber-bully or regular bully
- Try to stay away from them
- Try to not get worried
- Turn off the computer or get a new email account and if it's via phone messages always make sure you know who you give your mobile number out to.
- You're not alone, it happens to lots of people. Don't let it get 2 u too much, coz it just destroys you, slowly and painfully, which lets the bully win.

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