Should I Tell on my Peers? Student Experiences and Perceptions of Cyberbullying

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Abstract

Over the last decade, researchers have found that some adolescents are being bullied not only by traditional methods but also via electronic communication devices. This study provides an overview of student responses to a survey regarding cyberbullying, and explores the reasons students are often reluctant to report victimisation to adults. It includes both quantitative and qualitative data obtained from self-report surveys developed to measure the prevalence of cyberbullying, the media most frequently used for cyberbullying, the nature and content of offensive communications, the extent of reporting victimisation, and student views on preventing and reducing cyberbullying. A total of 154 students aged 13 to 18 years old from three schools in the Bay of Plenty participated in the study. The results provide some insights into the reasons that adolescents often do not tell an adult about being cyberbullied. The main reasons for not telling appear to be beliefs that peers can help more than an adult as well as a culture in which telling an adult may be considered "ratting". Student views on how schools can best deal with cyberbullying involved issues of confidentiality and safety, appropriate discipline, and ensuring school-wide awareness of anti-bullying procedures. These views offer valuable feedback with the potential to inform current anti-bullying programmes.

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Introduction

Today's adolescents are the first generation to have grown up with electronic communication technology (Raskauskas & Stoltz, 2007). However, its proliferation and subsequent ease of access has lead to increasing reports of cyberbullying (Kowalski & Limber, 2007; Smith et al., 2008). Cyberbullying has now become an issue in many schools, particularly because it appears to occur in addition to traditional methods of bullying (Marsh, McGee, & Williams, 2009) and the vast majority of adolescents have access to this technology. The magnitude of the problem was highlighted by a recent article in the New Zealand Herald which reported on a statement by the Chief Coroner backing government proposals to toughen laws against cyberbullying, particularly since it has been identified as a background factor in recent youth suicides (Collins & Tapaleao, 2012). In response to reports of cyberbullying involvement in youth suicide, in a report to parliament, the New Zealand Law Commission (2012) has also recommended introducing new legislation regarding cyberbullying.

Similar to traditional bullying, there is no one, widely accepted definition of cyberbullying. Variations of the definition among studies include the type of media examined, the minimum number of incidents required before it can be defined as bullying, the time-frame in which incidents occur, and the types of behaviour. These differences have had an effect on prevalence rates, the nature of the bullying, and its impact. Despite this, both anecdotal and research evidence clearly demonstrate that cyberbullying is a widespread issue affecting a large number of adolescents.

Literature Review

Traditional Bullying

It has long been recognised that bullying, particularly among school children, is an historical and international problem. However, it was not until the early 1970s that bullying was first researched by psychologists. Initially lead by Dan Olweus, research focussed mainly on physical and verbal bullying. Because early research focussed on direct forms of aggression which is typically carried out by boys, bullying was thought to be a problem among boys rather than girls. Although indirect aggression was first studied by Feshbach in 1969, it was almost 20 years later that researchers began to systematically examine indirect forms of bullying and its effects (e.g., Lagerspetz, Björkqvist, & Peltonen, 1988). Results from this, and subsequent studies have clearly shown that bullying is a common problem among both boys and girls.

Direct aggression. Direct forms of bullying include physical and verbal aggression. Physical aggression may include hitting, pushing, kicking, or taking items belonging to another person. Verbal aggression can take various forms such as teasing, name-calling, insults, or threats, where the intention is to cause harm or to hurt the other person. Both physical and verbal aggression are characteristics of overt, face-to-face bullying.

Past research consistently shows that boys are more aggressive than girls from an early age (Block, 1983), and that boys are also more likely than girls to harm others through physical and verbal bullying (Crick & Grotpeter, 1995; Olweus, 1995). This type of aggression is used to achieve goals that are important to boys, such as physical dominance (Crick & Grotpeter, 1995), enjoyment in hurting others, obtaining items of value, and gaining prestige among peers (Olweus, 1995).

Indirect aggression. Indirect aggression, relational aggression, and social aggression emphasise particular aspects of indirect aggressive behaviours. For example, indirect aggression is used to describe covert actions (Björkqvist, 1994). It can include spreading nasty rumours, or inflicting harm such that it appears as if the perpetrator did not intend to cause harm (Björkqvist, Lagerspetz, & Kaukiainen, 1992). The aggressor often remains unidentified and avoids retaliation or disapproval from his/her peers (Underwood, 2003).

Relational aggression refers to behaviour, either overt or covert, where the main goal is to disrupt or damage relationships and friendships (Archer & Coyne, 2005). This is achieved by manipulating or damaging the social relationships between other people (Crick & Grotpeter, 1995). Relational aggression also includes ignoring someone, excluding another person from a social group, or using negative body/facial gestures to hurt someone (Simmons, 2002).

Social aggression refers to behaviour, either overt or covert, where the aim is to damage the social status of another person, exclude a person from a social group (Galen & Underwood, 1997), damage the self-esteem of another person, or spread nasty rumours (Simmons, 2002). The main goal is to manipulate social acceptance by alienating, ostracising, or damaging the reputation of another person (Cairns, Cairns, Neckerman, Ferguson, & Gariépy, 1989).

All three terms involve social strategies, rather than direct actions, to achieve a certain goal. Although there are minor differences due to the emphasis researchers have placed on these actions, the behaviours described are very similar (Archer & Coyne, 2005). Therefore, the term indirect aggression is used in this study to describe the various forms of non-physical acts of aggression.

One of the first studies to examine indirect aggression, Lagerspetz et al. (1988) found that it was common among girls aged 11 to12 years. Crick and Grotpeter (1995) considered that indirect aggression was more of a female expression because of the social structure of female friendships which value close, personal relationships. The social structure therefore facilitates opportunities for indirect aggression, such as social sanctions or exclusion, which can have a greater negative impact on girls than direct forms of bullying. When the intention is to ultimately harm the social standing of another person, indirect aggression is the most effective method for achieving that goal (Archer & Coyne, 2005). However, not all acts of aggression, either direct or indirect, can be considered bullying.

Definition of traditional bullying. Rather surprisingly, there is no one clear, universal definition of bullying among researchers. Although there is some consensus that a bullying definition should include aggressive acts which comprise the criteria of intention, repetition, and an imbalance of power (Vaillancourt et al., 2008), not all researchers are in agreement. Instead, studies have been conducted based on each researcher's understanding of the term (Adair, Dixon, Moore, & Sutherland, 2000).

Intention. The criterion of intention is described by Olweus (2000) as aggressive behaviour where the intention is to cause harm, either by physical and verbal actions, or by more subtle means. Archer and Coyne (2005) stated that it is important to consider the motive underlying actions when defining bullying, as indirect aggression may not always include the intent to cause harm. Pushing someone over by accident, or excluding another person from a group event due to thoughtlessness, for example, are not considered bullying.

Repetition. The criterion of repetition is not universally accepted by researchers as an essential characteristic of bullying (Smith & Brain, 2000). Some researchers argue that a single incident of aggression can be defined as bullying because of its potential longterm effects (e.g., Arora, 1996; Randall, 1996). Arora (1996) stated that a more precise way to define bullying is to consider the longterm effect on the victim rather than repetition of the action. In contrast, Langos (2012) considered that repetition is an important characteristic of bullying as it differentiates between an action that could be explained away as a joke and an action where the intent was to cause harm.

In some instances, victims retaliate to acts of bullying. Craig (1998) found that some victims responded with indirect aggression because this was considered a safer method than retaliating face-to-face. Repeated acts of retaliation, whether direct or indirect, are therefore considered bullying due to their repetition. In this situation, children are described as bully-victims. However, a single act of retaliation, although aggressive, is not considered bullying as it does not meet the criterion of repetition.

Power imbalance. Power imbalance is considered by many researchers as a core characteristic of bullying. An imbalance of power could be due to physical factors such as age, strength, size, sex, or ethnicity, or non-physical factors such as social status and popularity (Olweus, 1993). As a result, the victims feel that they could not easily defend themselves. Fried and Fried (1996) noted that the imbalance of power as perceived by the victim is also an important aspect.

Timeframe. One widely cited definition by Olweus (1993), is where the victim "is exposed, repeatedly and over time, to negative actions on the part of one or more other person" (p.318). This definition recognises that when one of the criterion is repetition, then the bullying must also occur during a certain timeframe. Olweus (1995)

considered that being a bully or a victim was likely to continue over a significant period of time if there was no intervention. However, determining a significant period is subjective and likely explains the wide variance of timeframes in which bullying has been examined. For example, some studies have included incidents which occurred during the previous school year or the previous 2-3 months, while other studies have referred only to the current situation and others have provided no information about the period of time examined (Solberg & Olweus, 2003).

Comparison of studies. Although there is no one universal definition of bullying, the majority of researchers have accepted that bullying involves the three criteria of intention, repetition, and power imbalance. These criteria are also evident in the majority of cyberbullying studies. However, because there are some methodological differences among the studies cited in the following sections, such as the timeframe in which cyberbullying incidents are examined and the minimum number of incidents included as a criterion, Table 1 provides a summary of the studies which are discussed in depth.

Table 1
Summary of Studies Discussed in Depth

Study	Country	*n*	Age range	Method	Media included	Definition of bullying	Results
Adair et al. (2000) (traditional bullying)	NZ	2,066	13-18	Questionnaire		Adaptation of Olweus' (1989) traditional bullying assessment plus student-defined definition.	**Data Triangulation to Measure Prevalence Rates** Research-based definition = 75% victims. Student-based definition = 58% victims. **Bystander Response to Bullying** 35% ignored incident, 32% tried to help victim, 22% went for help, 7% watched, 3% tried to intervene.
Hinduja and Patchin (2008)	US	1,378	<18	Questionnaire (online)	Internet: chatroom, computer texts, email, bulletin board. Texts.	Ever been bothered, teased in a mean way, name-calling, exclusion, threats, unwanted sexual references, scared for safety.	**Prevalence** 18% boys, 16% girls. **Characteristics of Cyberbullies & Cybervictims** Online bullies & victims more likely to experience school problems, physical aggression, substance use.
Juvonen and Gross (2008)	US	1,458	12-17	Questionnaire (online)	Internet: email, IM, profile sites, blogs, chatrooms,	Name-calling, threats, forwarding private material without permission. Minimum 1 incident past year.	**Anonymity** 27% did not know identity of the bully. **Overlap between Traditional Bullying & Cyberbullying** 85% cybervictims were also traditionally bullied.

Table 1 *(continued)*

Study	Country	*n*	Age range	Method	Media included	Definition of bullying	Results
Kowalski and Limber (2007)	US	3,767	10-13	Questionnaire	Internet: email IM, chatroom, website. Texts.	Name-calling, lies, exclusion, rumour-spreading, other hurtful comments. Minimum 1 incident past 2 months.	**Prevalence of Cyberbullying** 11% cybervictims **Gender** Girls more likely to be cybervictims. Girls: victim = 15%, bully = 3.6%, bully/victim = 9.5% Boys: victim = 7%, bully = 4.6%, bully/victim = 4%
Marsh, McGee, Nada-Raja, and Williams (2010)	NZ	1,167	15-16	Questionnaire	Texts	Teasing, name-calling, exclusion, rumour-spreading. Minimum of 'sometimes' in past 6-10 months.	**Prevalence of Cyberbullying** 11% cybervictims
Raskauskas (2010)	US	1,530	11-18	Questionnaire	Texts	Messages that made the person feel hurt or feel bad. Minimum 3 incidents in past 5-6 months.	**Prevalence of Cyberbullying** 23% text-victims **Age** 13-18 year-olds more likely to be text-victims than 11-12 year-olds. **Reporting Victimisation** 68% victims told someone, possibly because majority knew identity of offender & majority participants female.

Table 1 *(continued)*

Study	Country	*n*	Age range	Method	Media included	Definition of bullying	Results
Schneider, O'Donnell, Stueve, and Coulter (2012)	US	20,406	14-17	MetroWest Adolescent Health Survey	Internet Texts	Teasing, threats, exclusion Minimum incidents not reported. Timeframe of 1 year.	**Gender** Girls more likely to be victims. Girls: victim = 7.2% Boys: victims = 5.6% **Overlap Between Traditional Bullying & Cyberbullying** 60% cybervictims also traditional victims. **Characteristics of Cyberbullies & Cybervictims** Non-heterosexual students, low school grades, students with lower school attachment more likely to be victims.
Smith, Mahdavi, Carvalho, Fisher, Russell, and Tippett (2008)	UK	92 (Study 1) 533 (Study 2)	11-16	Questionnaire, focus groups (Study 1) Questionnaire (Study 2)	Internet: email, website, IM, chatroom, pictures/video. Mobile phone calls & texts.	Based on Olweus' definition of traditional bullying via electronic media. Minimum 1 incident past year.	**Prevalence of Cyberbullying** 7% cybervictims - often 16% cybervictims - 1-2 times **Gender** No significant differences. **Age** 15-16 year-olds more likely to be cyberbullies than 11-14 year-olds. **Reporting Victimisation** 44% did not tell anyone, 27% told friends, 15% told parents, 8% told adult at school.

Table 1 *(continued)*

Study	Country	*n*	Age range	Method	Media included	Definition of bullying	Results
Wade and Beran (2011)	Canada	529	10-13, 15-17	Questionnaire	Internet	Name-calling, threats, rumour-spreading. Made to feel bad. Minimum 1 incident past 2 months.	**Gender** No significant differences. **Age** 11-12 year-olds more likely to be cybervictims than 16-17 and 10-11 years-olds. Noted differences were very small.
Ybarra and Mitchell (2004b)	US	1,501	10-17	YISS telephone survey	Internet: IM, chatroom, email.	Rude, nasty comments, harass or embarrass a person. Minimum 1 incident past year.	**Overlap Between Bullies & Victims** 20% cyberbullies also cybervictims. **Age** 15-17 year-olds more likely to be cyberbullies than 10-14 year-olds. **Characteristics of Cyberbullies** More likely to report poor relationship with parents, & little or no parental supervision of activities.
Ybarra, Diener-West, and Leaf (2007)	US	1,588	10-15	Growing Up with Media telephone survey	Internet	Rude, nasty comments, threats, rumour-spreading. Minimum 'few times' past year.	**Overlap Between Traditional Bullying & Cyberbullying** 36% cybervictims also traditional victims.

Adolescent Use of Electronic Media

Technological advances have created opportunities that both benefit and endanger young people. Modern communication technology such as the internet and mobile phones are viewed by adolescents as crucial to their social lives (Kowalski, Limber, & Agatston, 2008). However, this technology also creates opportunities for many adolescents to experience some form of cyberbullying, either as perpetrators or recipients. It appears that new technology has provided an additional forum for students engaging in bullying as the same group of adolescents tend to engage in both traditional bullying and cyberbullying (Dempsey, Sulkowski, Dempsey, & Storch, 2011).

Several nationally representative surveys indicate technology is very important in the daily lives of adolescents. In the US, the Pew Internet and American Life Project (Lenhart et al., 2011) reported that 95% of adolescents surveyed aged between 12 and 17 years spent time on the internet, an increase from 87% in 2004. Approximately 80% of adolescents who used the internet were members of a social network site, compared with 55% of online users in 2006. Using data from the Office for National Statistics, Rivers and Noret (2010) estimated over 97% of British adolescents aged between 12 and16 years owned a mobile phone and that 98% of young people aged between 5 and18 years had regular access to a computer.

The Internet Safety Group, a non-profit organisation and strategic partner of the Ministry of Education, provides online safety and security education for schools and communities within New Zealand. To further develop more effective electronic safety strategies, the Internet Safety Group (2005) conducted a survey among 1,528 New Zealand students aged between 12 and19 years about their mobile phone usage.

The findings of this survey are comparable with the US and Britain. Of those students participating, 73% owned a mobile phone while the majority of students who did not own a mobile phone (69%) reported that they could borrow a phone when they wanted to talk to friends, text friends, or use one for safety reasons. Students who owned a mobile phone reported that the main reason for using the phone was to keep in touch with friends (56%). The importance of communicating with friends is highlighted by the fact that 11% of adolescents who owned a mobile phone reported that they were woken every night with a text message.

New Zealand figures for internet access are comparable with overseas data with 75% of households able to access the internet from their home computer (Statistics NZ, 2009). Also, accessing the internet through the use of a mobile phone is becoming popular, with over 1.9 million New Zealanders using this technology in the 3 months prior to June 2011 (Statistics NZ, 2011).

Electronic Media and Bullying

The widespread use of information and communication technologies has lead to increasing reports of cyberbullying. Although cyberbullying is similar to traditional bullying in terms of the criteria of intention, repetition and power imbalance, it has several unique characteristics which identify it as a separate phenomenon. For example, cyberbullying occurs through the use of technology such as mobile phones and/or the internet; occurs in either the private or public domain; has the potential for exposing the offensive material to a large audience; and the electronic data can be stored permanently. These characteristics change the nature of the bullying in two important ways. First, cyberbullying can be distal and impersonal in that the cyberbully does not have to confront the victim face-to-face. Second, cyberbullying can be widely

publicised among an indefinite number of internet users and the offensive material can have worryingly longevity due to the nature of electronic data.

Mobile phone bullying. Cyberbullying through the use of mobile phones may involve abusive phone calls and/or sending abusive text messages/pictures to another mobile phone. Smith et al. (2008) considered that some offenders may prefer to make abusive phone calls because they do not leave a permanent record, and they may gain more personal satisfaction. Other offenders may prefer to send bullying text messages as they provide some distance, a greater degree of protection from retaliation, and the potential to hide their identity.

As with traditional bullying, text bullying often occurs within a social context so that bystanders are aware of the bullying. Information or rumours about the victim can be sent to other mobile phones, or the cyberbully may send a text to friends, encouraging them to take action against the victim. Abusive texts may also be shown to friends before being sent to the victim, or the cyberbully may forward a personal text received from the victim to multiple contacts in order to humiliate that person (Campbell, 2005).

The essential nature of mobile phones for the vast majority of adolescents (Kowalski et al., 2008) helps to explain the harm that cyberbullying can inflict upon victims. Adolescents often keep their mobile phones turned on and available 24 hours a day so that they are able to communicate with their friends at any time. Because mobile phones are considered critical in communicating with others, bullying through this medium invades the victim's personal space (Campbell, 2005) and the private nature of texts can make it difficult for adults to detect.

Internet bullying. Cyberbullying through the internet can cause harm and distress because of the virtually limitless audience who may view the material. In one extreme case, a 15-year-old Canadian boy was filmed acting out a fight from the movie Star Wars. When the material was posted on the internet by some of his peers, the video was subsequently viewed by more than 2 million people. The boy felt humiliated, was harassed by his peers, and eventually left his school.

Internet harassment can involve various methods for cyberbullying another person. The simplest forms may include abusive messages sent by email or instant messaging, abusive/nasty comments posted on social network sites, or purposely excluding a person from an online group. Other forms of internet bullying may require a greater level of technological expertise, such as creating a defamatory website or hacking into another person's computer to gain access to personal information (Vandebosch & Van Cleemput, 2009).

Public and private domains. Similar to traditional bullying, cyberbullying can be either direct or indirect. Langos (2012) described direct cyberbullying as occurring when electronic messages are sent directly to the victim, such as texts, emails and instant messaging. The bullying therefore occurs within the private domain. Indirect cyberbullying occurs when electronic material is posted on public internet sites such as Facebook, MySpace, blogs, or video-sharing websites. This form of bullying occurs within the public domain because the information is posted publicly and has the potential to be viewed by a wide audience.

Nature and content. The nature and content of cyberbullying varies, ranging from annoying through to dangerous (Beran & Li, 2005). Menesini, Nocentini, and Calussi (2011) found that participants rated silent/prank phone calls as the least severe,

whereas visual forms such as unpleasant photos/videos were rated as the most severe form of cyberbullying.

Researchers have used various categories to describe the nature and content of cyberbullying communications. However, outing, insults, hurtful comments, and gossip have been among the most common forms reported by victims (e.g., Dehue, Bolman, & Völlink, 2008; Topçu, Erdur-Baker, & Çapa-Aydin, 2008; Vandebosch & Van Cleemput, 2009). Several other studies have found that many victims (43-60%) have also been ignored online (e.g., Hinduja & Patchin, 2007; Patchin & Hinduja, 2006). In general, it appears that more severe forms of cyberbullying, such as threats, occur less frequently, ranging from 7-21% (e.g., Hinduja & Patchin, 2007; Patchin & Hinduja, 2006; Topçu et al., 2008).

Definition of Cyberbullying

As with traditional bullying, researchers have not agreed upon one, universal definition of cyberbullying. To date, a number of researchers have suggested that the four widely accepted characteristics of traditional bullying (aggression, intention, repetition, and power imbalance) should also be used when defining cyberbullying (e.g., Langos, 2012; Smith et al., 2008). However, Langos (2012) believed that these elements are just a starting point and will probably need to be redefined as an on-going basis.

Aggression. Although cyberbullying does not involve physical acts of aggression, offensive verbal, written, or picture forms can still be considered as such. This type of behaviour can only be defined as cyberbullying when there is the intention to cause harm as well as when repetition and power imbalance occur (Langos, 2012).

Intention. Menesini et al. (2012) examined the criteria for defining cyberbullying among 2,257 adolescents aged between 11 and 17 years. Many adolescents thought that a definition of cyberbullying should include an intention to cause harm, otherwise the behaviour could just be considered as joking. However, because cyberbullying often involves indirect aggression, it can be difficult to evaluate the intention of the offender (Menesini & Nocentini, 2009). In fact, the very nature of electronic communications means that the content may be easily misunderstood due to a lack of verbal cues (Vandebosch & Van Cleemput, 2009). Langos (2012) also stated that if electronic material is posted on a public site which the victim is unlikely to visit, or if the material does not identify the victim, then it becomes difficult to determine if there was intent to harm.

Repetition. This element can be difficult to define within the context of cyberbullying because repetition can occur in several ways which are unique to electronic media. For example, the offender does not always need to repeat their actions for repetition to occur (Menesini et al., 2012). Instead, Langos (2012) stated that repetition can occur in the public domain each time a website, blog, or video is accessed by, or forwarded to other people. In comparison, when cyberbullying occurs within the private domain (e.g., sending a text or email directly to the victim) the bullying behaviour needs to be repetitive to show that it is intentional and not inadvertent.

Imbalance of power. Because cyberbullying involves the use of electronic media, an imbalance of power is likely to involve individual and social factors such as personality, popularity (Raskauskas, Gregory, Harvey, Rifshana, & Evans, 2010), or superior technological expertise (Grigg, 2010; Patchin & Hinduja, 2006). Research to date (e.g., Wolak, Finkelhor, Mitchell, & Ybarra, 2010; Ybarra & Mitchell, 2004b) has shown that when aggressive behaviour occurs within the private domain, many

adolescents have sufficient knowledge to block the offender. This suggests that if the victim does not have difficulty in defending him or herself, an imbalance of power does not exist (Menesini & Nocentini, 2009).

It is possible therefore, that an imbalance of power may be more applicable within the public domain such as when members of an online "in-group" intentionally exclude others (Grigg, 2010). Also, once material enters the public domain it can be viewed, saved, or forwarded by people not originally involved in the cyberbullying. This may create increased feelings of power for the offender while the victim may feel that they cannot defend themselves against such a potentially wide audience (Langos, 2012).

Anonymity. There has been some debate whether anonymity should also be included as a core characteristic within a cyberbullying definition (Menesini et al., 2012; Nocentini et al., 2010). As with traditional forms of indirect aggression, anonymity is a feature of cyberbullying when the victim does not know the identity of the electronic bully. Anonymity can be achieved by various methods, such as spreading rumours or private images of the victim to multiple mobile phones or social network sites, creating a derogatory website (Spears, Slee, Owens, & Johnson, 2009), or encouraging other people to send threatening texts to the victim (Dooley, Pyżalski, & Cross, 2009).

However, results from several studies suggest that anonymity may be a common perception among adolescents rather than a reality. Mishna, Saini, and Solomon (2009) investigated adolescent views and perceptions about cyberbullying among 38 students aged approximately 10 to 13 years of age through the use of focus groups. Many students believed that the anonymous nature of cyberbullying would have a large,

negative impact on their victims, and would allow the offender to behave in ways they would not normally. Contrary to this belief, the cyberbullying incidents discussed by the groups did not involve anonymity. Instead, the discussions involved cyberbullying which had occurred within peer social groups and relationships.

Further studies which have examined anonymity have found that although some offenders may hide their online identity, the majority of cyberbullies do not. In Taiwan, Huang and Chou (2010) examined whether anonymity was a unique feature of internet and text bullying among 545 students in grades 7 to 9 (approximately 12 to 14 years of age). Most of the students who reported that they had been cyberbullied knew the identity of the bully and the majority of bullies had not tried to hide their identity. Only 25% of the cybervictims did not know who had bullied them.

Raskauskas (2010) examined the nature and prevalence of text-bullying among 1,530 New Zealand adolescents aged 13 to 18 years. Of the text-victims, 87% knew the identity of the bully. One explanation for this result is that text-bullying was used as a direct form of bullying so that hiding one's identity was not considered important. In line with this view, Huang and Chou (2010) considered that because cyberbullying occurs alongside traditional bullying and daily school life, the offender already knows the victim, and does not consider it important to hide their identity.

Thus, although there is no one definition of traditional bullying, there is some consensus among researchers that it can be described as aggressive behaviour which contains the elements of intention, repetition and an imbalance of power. In general, cyberbullying has also been defined using these criteria with the additional criterion that it occurs through the use of electronic media. At present, there is little consensus whether anonymity should be included as a key criterion.

Overlap Between Bullies and Victims

Some students are both victims and bullies. To date, the prevalence of traditional bully-victims has varied considerably among studies (Solberg, Olweus, & Endresen, 2007). One reason may be that in some studies, data are taken only from bullies who also report being victimised, while in other studies, data are taken only from victims who also report bullying others.

Solberg et al. (2007) administered the Olweus (1996) Bully/Victim Questionnaire to 5,171 Norwegian students in grades 5 to 9 from 37 schools, and a further 12,983 students in grades 4 to 10 from 66 schools. Data gathered were used to examine the prevalence of traditional bully-victims across the grades and to establish the degree of overlap of bully-victims with bullies only and victims only. From the victim side, victim-bullies comprised a very small proportion of all victims. The substantial majority of victims (80-90%) were not involved in bullying, rather they were victims only. Examination of the overlap from the bullying side showed different results. There was considerable variation across the grades, with approximately10-50% identified as bully-victims. Between 50-90% of the bullies were bullies only. The significant discrepancy in prevalence rates between the two groups, bully and victim, indicated that in future research, both groups should be examined to gain an accurate measurement of the overlap.

Similar with traditional bullying, a significant minority of cyberbullies are also cybervictims. In the US, Ybarra and Mitchell (2004b) used data from the Youth Internet Safety Survey (YISS), a nationally representative survey of 1,501 adolescents who regularly used the internet (at least once a month over the previous 3 months), to investigate the psychosocial characteristics of adolescents involved in cyberbullying.

During the previous year, they found that 20% of adolescents who reported that they had bullied others online also reported online victimisation. This compared with 4% of adolescents who reported that they were victims only.

In Belgium, Vandebosch and Van Cleemput (2009) conducted a survey among 636 primary school children and 1,418 secondary school students aged 12 to 18 years to examine their experiences with traditional bullying, cyberbullying and the use of technology, during the previous 3 months. Using hierarchical logistic regression, the results showed a strong relationship between adolescents who reported involvement in both cyberbullying and cyber-victimisation.

Overlap Between Traditional Bullying and Cyberbullying

Research has consistently shown a significant statistical overlap between traditional bullying and cyberbullying. For instance, victims of cyberbullying are more likely to be victims of traditional bullying (Juvonen & Gross, 2008) and students involved in cyberbullying others are also more likely to be traditional bullies (Raskauskas & Stoltz, 2007).

In the US, Juvonen and Gross (2008) investigated the overlap between traditional bullying and cyberbullying among 1,454 students aged 12 to 17 years. Bullying (both traditional and cyber) was defined as "mean things" that had upset or offended a person, including name-calling, threats, and sharing embarrassing or private communications without approval. Chi-square analysis indicated that during the previous year, 72% of participants reported at least one incident of cyber-victimisation and 85% of this group also reported that they had been traditionally bullied at least once at school. Students exposed to multiple incidents of traditional victimisation were also more likely to experience repeated online bullying.

Using data gathered from the US national Growing up with Media Survey conducted among 1,588 young people aged between 10 and 15 years, Ybarra et al. (2007) examined the overlap between online and traditional bullying. Online bullying was defined as receiving rude or nasty comments, receiving threatening or aggressive comments, or being the target of rumour-spreading, during the previous year. Traditional bullying included relational and physical aggression such as exclusion from a group, rumour-spreading, having personal items stolen, or physical attacks. Almost 35% of respondents reported at least one incident of online bullying, and 36% also reported that they had been bullied at school. Similar with Juvonen and Gross (2008) more students who were frequently bullied online compared with students who were less frequently bullied online, reported being bullied at school.

Raskauskas and Stoltz (2007) examined the involvement in electronic bullying and traditional bullying among 84 students aged between 13 and 18 years. Cyberbullying was defined as occurring within the current year, by the type of media used such as texts and websites, as well as by bullying behaviours such as teasing, threats and exclusion. Traditional bullying was defined as occurring within the last month, including physical and relational aggression. Just over 21% of the sample reported that they had cyberbullied others and 49% reported online victimisation. Chi-square analysis was used to examine whether students involved in traditional bullying were also involved in cyberbullying. Just over 94% of cyberbullies were identified as traditional bullies and 85% of cybervictims were also traditional victims. No evidence was found that traditional victims would become cyberbullies in retaliation against school bullying.

The hypothesis that some traditional victims may engage in cyberbullying in retaliation against traditional bullying was first suggested by Ybarra and Mitchell

(2004a). Although several studies have found some evidence to support this hypothesis (e.g., König, Gollwitzer, & Steffgen, 2010; Schneider et al., 2012) other studies have found no supporting evidence (e.g., Raskauskas & Stoltz, 2007; Smith et al., 2008; Twyman, Saylor, Taylor, & Comeaux, 2010). Smith et al. (2008) found that of those students identified as traditional victims/cyberbullies,71% were in fact traditional bully-victims. Therefore, some students who were victims of traditional bullying were also instigators of traditional bullying and had continued this bullying behaviour online. Raskauskas and Stoltz (2007) also found that traditional bullies and victims were likely to retain the same role online.

Prevalence of Bullying

Adair et al. (2000) investigated the prevalence of traditional bullying among 2,066 students in years 9 to13 using two definitions of bullying. First, a definition of bullying as described by the students themselves was used and included all incidents from when they had first started school. Bullying behaviours identified by the students included nine behaviours, for example, physical acts, hassling, verbal bullying, emotional bullying, threats, and taking personal items from the victim. Second, students were provided with a research-based definition developed by Olweus (1993) and included incidents which had only occurred during the current year. The list of bullying behaviours was more comprehensive than the student-defined list, identifying 17 different behaviours. The results showed a wide variance between the two, highlighting the issue of measurement when different definitions are used. As expected, because the research-based list contained a wider definition, a greater number of students reported victimisation (75% compared with 58%).

Prevalence of cyberbullying. Research to date indicates that prevalence rates for cyberbullying are lower than traditional bullying. However, it is difficult to determine an overall estimation of prevalence due to the wide variances reported, which are likely due to differences in how data are collected.

In the US, Kowalski and Limber (2007) investigated the prevalence of cyberbullying among 3,767 students in grades 6 to 8 (approximately10 to 13 years of age). The survey included a 5-point response format to record the incidence of cyberbullying, from never having been bullied through to several times a week. The minimum number of incidents included in their definition were 1-2 occurrences during the previous 2 months. The results showed that 11% had been electronically bullied at least once, either online or by mobile phone.

In New Zealand, Raskauskas (2010) measured the prevalence of text bullying on a scale from 1-2 times through to more than 20 incidents which had occurred during the previous 5-6 months of the current school year (refer to Table 1 for further details). Students who indicated that they had been bullied 1-2 times were not considered victims, therefore, based on the minimum criterion of three or more incidents, 23% reported that they had been victims of text bullying.

Several studies have also examined prevalence rates for both traditional bullying and cyberbullying. In New Zealand, Marsh et al. (2010) examined text and traditional bullying by conducting an online survey among 1,167 year 11 students aged between 15 and16 years. The definition of traditional and text bullying included physical harm, teasing/name-calling, rumours, exclusion, and texting during the current year. The collection of data was conducted during the last three terms of the academic year so that the time-frame ranged from 6-10 months. Frequency of both traditional and text

bullying was reported on a 4-point scale ranging from never through to often. A total of 11% reported that they had been text bullied sometimes or often. In comparison, 47% reported that they had been bullied by traditional methods sometimes or often.

In the UK, Smith et al. (2008) used a self-report questionnaire involving 92 students in years 7 to 10 to compare the incidence of traditional bullying and cyberbullying within the previous 2 months. Student experiences of bullying were measured using a 5-point scale, from never having been bullied through to often (several times a week). Based on traditional bullying incidents occurring within the previous 2 months, 14% reported they had been bullied often, 31% only once or twice, and 54% never. In comparison, prevalence rates for having been cyberbullied were lower, with 7% reporting they had been cyberbullied often, 16% only once or twice, and 78% never.

Raskauskas (2010) reported the highest prevalence rate of 23% which is probably due to several factors. First, the students were slightly older (13 to 18 years) than students in the other studies (12 to 16 years). Research has consistently found that older adolescents aged 15 to 17 years are more likely to be involved in cyberbullying than younger adolescents aged 10 to 14 years (e.g., Smith et al., 2008; Tarapdar & Kellett, 2011; Ybarra & Mitchell, 2004b).

Second, in comparison with Kowalski and Limber (2007) and Smith et al. (2008), Raskauskas (2010) included a slightly longer time-frame of 5-6 months in her definition of cyberbullying, so it would be expected that more incidents would be reported. However, the different time-frames probably explain only part of the differences. Marsh et al. (2010) reported a prevalence rate of 11% over 6-10 months

while Raskauskas still reported a much higher prevalence rate during a slightly narrower time-frame.

Third, the minimum number of incidents included in the researchers' definitions of cyberbullying were described as at least once, 1-2 times, sometimes, and at least 3 times, which makes comparison difficult. The results from Smith et al. (2008) highlight the difference in prevalence rates when varying minimum occurrence rates are used; the prevalence rate for 1-2 times was 16%, whereas it was much lower at 7% for several times a week. However, Raskauskas (2010) included the highest number of incidences (at least 3 times) but also reported the highest prevalence rate.

Gender Differences

Early research of traditional bullying indicates that in general, boys are more aggressive than girls, possibly because the focus was on physical and verbal aggression rather than indirect aggression. Today, although there is some debate whether traditional bullying is more prevalent among boys than girls when all three forms of aggression are included in the definition (Olweus, 2010), there is general agreement that boys tend to report more involvement in physical and verbal bullying and girls tend to report more involvement in indirect bullying (Nansel et al., 2001; Wang, Iannotti, & Nansel, 2009).

Cyberbullying gender trends are less consistent than traditional bullying. Some studies have found little or no gender differences (e.g., Hinduja & Patchin, 2008; Wade & Beran, 2011; Ybarra & Mitchell, 2004b) while other studies have found that girls are more likely to be victims of cyberbullying than boys (e.g., Kowalski & Limber, 2007; Schneider et al., 2012; Wang et al., 2009). However, in comparison with traditional bullying, girls seem to be more involved in cyberbullying.

Hinduja and Patchin (2008) conducted an online survey to identify the characteristics of young people engaging in online and text bullying among 1,378 participants under the age of 18 years. Participants were asked if they had ever experienced cyberbullying, either as an offender, victim, or bystander. The definition of bullying included verbal aggression such as teasing and name-calling, exclusion, unwanted sexual comments, threats or comments that made the recipient feel scared. They found no significant differences between boys and girls. Given that previous research has consistently found that girls tend to participate in more indirect forms of aggression (Crick & Grotpeter, 1995), Hinduja and Patchin believed that this finding made sense as the majority of electronic bullying involves indirect and relational harassment.

In Canada, Wade and Beran (2011) conducted a study among 529 students in grades 6, 7, 10, and 11 (aged approximately 10 to 13 years and 15 to 17 years) and found little difference between genders. Similar with Hinduja and Patchin (2008), Wade and Beran also suggested the lack of significant gender differences may reflect the verbal and relational nature of cyberbullying which fits well with the ways in which females tend to socialise. It is possible that gender differences occur for specific types of cyberbullying such as spreading rumours (indirect aggression which girls tend to prefer) and name-calling or threats (direct forms of bullying which boys tend to prefer).

Wang et al. (2009) used data obtained from the US Health Behavior in School-Aged Children 2005 survey conducted among 7,182 adolescents aged approximately 11 to 15 years. The definition for traditional bullying was based on the revised Olweus Bully/Victim Questionnaire and included physical, verbal and indirect bullying. Cyberbullying was measured by the type of media, including the internet and mobile phones. The results showed that boys were more involved in physical and verbal

bullying, whereas girls were more involved in indirect bullying. Boys were also more likely to be cyberbullies and girls more likely to be cybervictims.

Age of Adolescents Experiencing Cyberbullying

Although there have been some conflicting results, cyberbullying generally tends to occur more often among adolescents aged 13 years and over compared with younger adolescents and children. Ybarra and Mitchell (2004b) examined the age of students who reported that they had harassed other peers online (refer to Table 1 for further details). They found that adolescents aged 15 to 17 years were more likely to have reported online bullying compared with younger adolescents aged 10 to 14 years. Consistent with these results, Smith et al. (2008) also found adolescents aged 15 to 16 years were more likely to have cyberbullied their peers than students aged 11 to 14 years (refer to Table 1 for further details). Tarapdar and Kellett (2011) surveyed 1,282 students and also found slightly more students aged 14 to 15 years had been affected by cyberbullying than younger students aged 12 to 13 years. In New Zealand, Raskauskas (2010) found that victims of text-bullying were more likely to be 13 to18 years than younger adolescents aged 11 to12 years (refer to Table 1 for additional details). Williams and Guerra (2007) also found that internet bullying peaked among students aged 13 to 14 years but then decreased slightly among students aged 16 to 17 years.

In comparison to the above studies, Wade and Beran (2011) found younger adolescents aged 11 to 12 years reported the highest number of online victimisation incidents compared with slightly younger children aged 10 to 11 years, and older adolescents aged 16 to 17 years (refer to Table 1 for additional details of this study). However, Wade and Beran also noted that though these differences were significant, the effect sizes across grades were either small or close to zero.

Characteristics of Cyberbullies

Ybarra and Mitchell (2004b) investigated parent-adolescent relationships among young people engaged in cyberbullying (see Table 1 for additional data). Respondents were asked to rate the quality of daily interactions with their parents along a 4-point Likert scale, ranging from very well to very poor. These data were used to investigate the possible association between online bullying and the quality of adolescent-parent relationships.

Forty four percent of adolescents who reported they had bullied their peers online, also reported a very poor emotional bond with their parents/caregivers, compared with 19% of participants who had not been involved in cyberbullying. Just over half of the students who had cyberbullied others also reported that their parents never or infrequently monitored their activities, both online and offline, compared with 33% of their non-bullying peers.

A study conducted in Luxembourg by Steffgen, König, Pfetsch, and Melzer (2011) examined the association between cyberbullying and empathy among 2,070 students in grades 7 to 13 (mean age of 15.9 years). Empathy specific to cyberbullying was measured along a 5-point Likert scale in response to questions such as "I find websites that make fun of other people funny". Variance analyses indicated that cyberbullies showed less empathy for cybervictims compared with students who had not been involved in bullying, while there were no differences between cybervictims and non-victimised students.

Characteristics of Cybervictims

A sequential study by Rivers and Noret (2010) examined whether certain characteristics were associated with the likelihood of receiving cyberbullying messages. Surveys were administered annually over a period of 5 years among approximately 2,500 adolescents each year who were enrolled in grades 7 and 8 (11 to 13 years of age). In addition to questions about bullying, students were asked to rate their enjoyment of school, popularity amongst peers and schoolwork achievement. The results showed that girls who were more socially isolated or unpopular compared with other girls, were more likely to have been bullied online. Boys who were victims of cyberbullying also tended to have been physically bullied because of their appearance, such as weight, size, body shape, or ethnicity.

Schneider et al. (2012) used data from the US MetroWest Adolescent Health Survey conducted in the Boston metropolitan area. Just over 20,400 students in grades 9 to 12 (approximately 14 to 17 years of age) participated in the survey which examined traditional victimisation, cyber-victimisation, schoolwork achievement, and school attachment. Students were also asked about their sexual orientation which was categorised as either heterosexual or non-heterosexual. Adolescents who had reported lower grades were twice as likely to have been cybervictims than mainly A-grade students. Students who had reported that they were non-heterosexual were also more likely to have been cybervictims compared with students identified as heterosexual. These two groups (non-heterosexual and low school achievers) were also more likely to have been bullied at school and to have reported a lower school attachment than their non-bullied peers. However, the results do not indicate whether having been victimised at school predicts lower school attachment.

Effects of Cyberbullying

Though some adolescents have reported that they were not affected by cyberbullying, many cybervictims have reported varying levels of psychological distress. Hinduja and Patchin (2007) suggested that several characteristics specific to cyberbullying may contribute to its adverse effects. These include the permanent nature of electronic messages compared to verbal bullying, the ease in which electronic messages can be sent, the anonymity which technology can provide for the aggressor, and the pervasiveness of cyberbullying as it can occur anywhere, at any time.

Permanent nature of bullying messages. In general, cyberbullying communications tend to be permanent. Text messages can be saved by the offender and shown to friends, and offensive online messages and pictures can be saved onto hardware. Although the proposed establishment of a Communications Tribunal within New Zealand would have the power to order the removal of offensive material posted on the internet, Huang and Chou (2010) believed it unlikely that all copies made within cyberspace could be traced and removed.

Ability to transcend school grounds. In comparison with traditional bullying, cyberbullying can occur at any time and in any place. Raskauskas and Stoltz (2007) found that cyberbullying was related to what happened at school, so that some children experienced bullying both inside and outside of school. Victims can feel trapped every time they access their mobile phone or the internet (Willard, 2007) while some children feel they have to stay offline for a period of time to avoid online bullying (Patchin & Hinduja, 2006). Because children expect to feel safe in their own homes, experiencing cyberbullying in the home can be particularly invasive (Mishna et al., 2009).

The potential of a wide audience. Public material posted on the internet can be viewed by anyone world-wide. Offensive material can be posted once online, but then has the potential to reach a wide audience each time a viewer accesses it or forwards the material to their friends. Smith et al. (2008) found that although students believed photos and video clips would have a greater negative impact than traditional forms of bullying, this was probably due to the potentially wide audience rather than the visual impact. In line with this view, Bauman (2010) considered that it is the potential large number of viewers and subsequent greater public humiliation that contribute to the adverse effects of cyberbullying.

Psychological distress. Schneider et al. (2012) found that victims of cyberbullying reported slightly higher levels of psychological distress (33%) than traditional victims (26%). In comparison, Ybarra and Mitchell (2004b) reported that both cyberbullying and traditional bullying had similar effects on their victims, including lower academic performance, higher levels of stress, low self-esteem, anxiety, and/or depression. Raskauskas and Prochnow (2007) also found that the incidence of depressive symptoms was comparable between victims of text bullying and traditional bullying.

Although it is possible that the distinct characteristics of cyberbullying have the potential to cause more harm than traditional bullying, being the victim of multiple forms of bullying may have a greater impact. Raskauskas and Prochnow (2007) found that victims of both traditional and text-bullying were significantly more likely to have reported depressive symptoms compared with victims of only one form of bullying. Mitchell, Ybarra, and Finkelhor (2007) also found that the number of different types of victimisation were more strongly related to depressive symptoms than individual incidents alone.

In some extreme cases, both cyberbullying and traditional bullying have been associated with adolescent suicide. Kim and Leventhal (2008) reviewed 27 studies which had examined the association between bullying and suicide among children and adolescents. Although most of these studies reported a positive association between bullying and suicide risk, Kim and Leventhal considered that the results for all but one were seriously limited as well known risk factors associated with suicide (gender, psychological distress and a history of attempted suicide) were not controlled. However, they also concluded that bullying does create an additional risk factor for adolescents. Similar to this view, Hinduja and Patchin (2010) cautioned that many teenagers who have committed suicide after some form of bullying also had other social and emotional issues, so it is unlikely that bullying by itself, leads to suicide.

Bystanders and Bullying

Although traditional bullying often occurs when others are present, it appears that bystanders may be reluctant to intervene on behalf of the victim (O'Connell, Pepler, & Craig, 1999; Vaillancourt, Hymel, & McDougall, 2003). Adair et al. (2000) found that a bystander was likely to intervene only if the victim was their friend, or someone they liked (refer to Table 1 for further details). Students with few friends or family members attending the same school, were likely to receive little support or intervention by their peers. Consequently, when the majority of students stand by and take no action to help the victim, the bully may perceive that bystander apathy is the equivalent of showing support to the bully (O'Connell et al., 1999).

Bystanders can be exposed to cyberbullying through various means, such as receiving or being shown offensive material by the bully (Slonje, Smith, & Frisén,

2012), receiving material from other bystanders (Huang & Chou, 2010), and viewing bullying messages posted on social network sites (Freis & Gurung, 2013).

Slonje et al. (2012) investigated the role of cyberbullying bystanders among 759 children and adolescents aged 9 to 16 years. In most instances, 64% of the cyberbullies had sent the material to the victim, 39% had sent or shown the material to their friends, and 16% had uploaded the information on the internet for public viewing. When bystanders also received copies of the bullying material, 72% took no action resulting in cessation of the bullying. However, a small minority (6%) of bystanders reported that they showed the material to the victim to further cyberbully that person.

Freis and Gurung (2013) examined bystander actions in response to a simulated bullying situation created on a social network site among 37 female undergraduate students aged 18 to 23 years. Participants were unknowingly placed in the position of bystander while communicating with two other online users who were playing pre-scripted roles of bully and victim. In response to the cyberbullying, 91% of the bystanders tried to intervene at some stage, although 44% also chose to "pass" at various times during the conversation when it was their turn to contribute. Despite these passive responses, a much larger proportion of bystanders tried to intervene on behalf of the victim compared with previous research on bystander response to face-to-face bullying. It is possible that the online bystanders felt less inhibited than they would have in a face-to-face situation. Another explanation is that because they did not know the victim and bully in real life, they felt it was safe to intervene.

Reporting Incidents of Victimisation

Research findings consistently show that cybervictims seldom tell an adult about having been bullied. Smith et al. (2008) found that of those students who had reported

electronic victimisation, almost 44% did not tell anyone, 27% told their friends, 15% told their parents, and 8% told an adult at school (refer to Table 1 for details). In line with these findings, Slonje and Smith (2008) found that 50% of cybervictims did not tell anyone, 35% told their friends, 9% told their parents, and no-one told a teacher.

Smith et al. (2008) established several focus groups to further explore student views about reporting victimisation. One student reported that there was no point in telling someone about being bullied if the bully's identity was not known, presumably because of the protection that anonymity provides. Other students felt victims would be reluctant to report cyberbullying in case their access to technology was restricted, and that cyberbullying was so pervasive, nothing could be done to stop it.

Raskauskas (2010) found that slightly more participants (68%) had told someone about being text bullied (see Table 1 for details). One explanation for the higher rate is that the majority (87%) of text-victims knew the identity of the bully. Also, 73% of the participants were female and previous research by Li (2006) found that girls were more likely than boys to tell an adult.

Other reasons adolescents have not told an adult about cyberbullying include; that it is harder for students to get help because few people would be aware of the cyberbullying (Slonje & Smith, 2008), that school staff may not believe them, that adults would not necessarily be able to help, that students might get into trouble themselves, that it might make matters worse, that other students could find out and make fun of them, that their parents might take away or limit their access to technology, and that ignoring it may stop the bullying (Li, 2010).

Cyberbullying and Youth Suicide in New Zealand

Figures released in September 2012 by New Zealand Chief Coroner Judge Neil Maclean, revealed that adolescent suicides had increased in the year to 30 June 2012. The number of suicides among young people aged between 15 to 19 years had increased by more than 40%, from 56 deaths in the previous year to 80 deaths in the current year. In a report to the media, Prime Minister John Key described the statistics as damning.

According to the Chief Coroner, cyberbullying is often a background factor in youth suicide (Collins & Tapaleao, 2012). The report released by Judge Maclean follows a number of cyberbullying incidents reported by media, some of which have been linked with the victim's death. Following is a brief overview of events which contributed to three adolescents recently taking their own lives, and who were also victims of cyberbullying.

In 2006, 12-year-old Alex Teka was found dead after she had repeatedly received abusive text messages and emails from a group of girls over a period of 7 months. The messages threatened that she would be beaten up at school and that she should not bother attending school as nobody liked her. Alex's mother stated that although her daughter had other problems in her life, she believed that the cyberbullying played a major role in contributing to Alex's unhappiness (Bellew, 2006).

In response to this incident, then Education Minister Steve Maharey said he had asked government officials to prepare a report on text bullying. However, Maharey also said he did not believe it was a widespread problem in schools (Staff Reporters, 2006).

Seventeen-year-old Toran Henry was found dead in 2008 after experiencing both traditional bullying and cyberbullying (Binning, Mckenzie-Minifie, & Borley, 2008). The day prior to his death, Toran was physically attacked, receiving cuts and bruises to his face, while approximately 15 bystanders watched, some of whom videoed the

incident. A video of the fight was later posted on the internet and watched by many of Toran's peers (Cook & Taylor, 2008).

Toran also had other problems in his life; he was being treated by mental health services for depression and had previously attempted to commit suicide (Cook & Taylor, 2008). The coroner's report noted that the circumstances which led to Toran's death included difficulties in his relationships with his parents and girlfriend, he was humiliated in front of his friends when he was physically attacked, and he had abused alcohol (Barton, 2010).

Dickison (2010) reported that 15-year-old Hayley Fenton committed suicide in 2009 after receiving multiple abusive text messages throughout the day. Hayley became suicidal after Pelesasa Tiumalu, a 27-year-old man with whom Hayley had been having a relationship, decided to end their relationship. Three hours after sending a text to Tiumalu which said "I love you I'll see you in heaven" Hayley received a text "Don't text me again, just f***k off I don't care if you kill yourself I not (*sic*) even like you". This text and others similar in content, which Hayley thought had been sent by Tiumalu, had actually been sent by Tiumalu's wife. Coroner Wallace Bain stated the overarching cause of Hayley's death was the shocking texts she had received from Elina Tiumalu. Some of these messages had been received late at night, a time when teenagers can feel highly vulnerable (Hartevelt, 2012). In reference to Hayley's case, Justice Minister Judith Collins indicated the government would take a hard line in upcoming reforms on laws regarding cyberbullying (Trevett, 2012).

Although multiple factors were present in the lives of these young people, cyberbullying was recognised as one factor which contributed to their deaths. The nature of text messages, in particular the ease in which they can be sent makes this a convenient medium in which to bully others. The physical distance between bully and

victim also provides a safe environment in which immediate physical retaliation is unlikely (Smith et al., 2008). Because the aggressor is removed from their actions, they do not witness the effect on their victim (Ybarra & Mitchell, 2004b) which may enable them to be more abusive than if they were face-to-face (Raskauskas & Prochnow, 2007). In contrast with telephone conversations which can be overheard, texts can be kept private so that parents/caregivers may only become aware of the bullying if the victim chooses to tell them. All of these aspects are likely to have contributed to the devastating effect of the bullying texts received by Hayley Fenton. As highlighted in the case of Alex Teka, cyberbullying extends bullying beyond the school yard. This can increase the negative impact of bullying as it can occur anywhere and at any time, so cybervictims feel that they do not have a safe place (Raskauskas, Carroll-Lind, & Kearney, 2005).

Initially, Toran Henry was traditionally bullied, physically attacked and humiliated in front of a relatively small group of peers. The bullying then progressed into cyberbullying when a recording of the incident was subsequently posted on the internet. In its online format, one incident can be replayed, shared, and talked about among a large audience over an indeterminate period of time. These factors contribute to a greater negative impact than a single, face-to-face attack viewed by a small number of peers (Li, 2010). Posting pictures/video clips online may also have a more serious effect than other forms of online bullying because of their high visual impact (Slonje & Smith, 2008).

Harmful Speech, Bullying and New Zealand Laws

Due to widespread media coverage of the association between cyberbullying and some adolescents taking their own life, public concern about electronic media used to

harass other people, has increased. In May 2012, as a response to public concern, the government requested the Law Commission examine whether current laws and remedies for dealing with harmful digital communications were effective, and if not, to make recommendations for new remedies. The Law Commission's ministerial briefing paper was subsequently released in August 2012.

At present, there are a number of laws that provide some protection from harmful speech, both online and offline. The New Zealand Bill of Rights Act 1990 entitles residents of this country the freedom of expression, including the freedom to send and receive opinions in any form. However, the Act also includes qualifiers so that if any communication is harmful or grossly offensive, it can then be considered an offence under criminal law (Law Commission, 2012).

The Law Commission (2012) recommended several amendments to existing laws, including the Crimes Act 1961, the Summary Offences Act 1981, the Harassment Act 1987, and the Telecommunications Act 2001, so that they explicitly apply to electronic communications. The Law Commission further recommended establishing a Communications Tribunal to address specific harm caused through the use of electronic communications, and to make it easier for victims to obtain justice. The Tribunal would also have the power to order the removal of offensive text and images from the internet, to force internet providers to reveal the identity of an anonymous offender, to order an apology, and to order the retraction and cessation of electronic messages/images. The Chief Coroner, Police, and school principals would be able to ask for help from the Tribunal where there is a possibility of youth suicide.

The Law Commission (2012) also investigated school bullying within the context of harmful electronic communications. At present, New Zealand schools are

not required by legislation to have anti-bullying policies in place. Instead, National Administration Guidelines (NAGs) are issued by the Ministry of Education outlining desirable principles and codes of conduct, and which require schools to have policies in place to achieve these guidelines. Under NAG 5, schools are required to provide a safe physical and emotional environment for students.

As part of the requirement for schools to provide a safe environment, the Education Review Office (ERO) monitors anti-bullying policies and requires schools to develop or review their anti-bullying policies and procedures, update existing policies to include methods for dealing with text bullying, provide teachers with professional development in anti-bullying programmes, and implement or extend anti-bullying programmes for students (ERO, 2007).

However, a report published by Carroll-Lind (2009) on behalf of the Office of the Children's Commissioner, found that a minority of New Zealand public schools had either no anti-bullying systems in place or their systems were not adequate to cope with incidents when they did occur. The report also found that there was no consistency among schools in how they dealt with traditional bullying, and few schools included cyberbullying or mobile phone bullying in their definition of bullying. It was recommended that all schools should be required to follow the same broad guidelines.

Based on its own investigation and review of relevant reports, the Law Commission (2012) recommended that schools should be legally required to put in place policies and procedures to provide a safe environment.

From a review of the literature, media reports, and government commissioned reports it is clear that cyberbullying is an issue for many adolescents world-wide. The investigation of the core characteristics of cyberbullying such as the prevalence rate, the

types of media used, the content, and nature of bullying communications has provided further understanding of this relatively new phenomenon. Early research differentiated between different types of communication media, such as email and instant messaging, which were commonly used by adolescents to cyberbully others. Today, these stand-alone media have been largely replaced with social network sites which provide users various methods for online communication. Research to date about the nature and content of bullying communications has also provided an understanding about the likely impact on adolescent feelings of well-being and safety.

The extent of reporting victimisation has important implications for school anti-bullying policies and procedures. Results from international studies have found several reasons why students are reluctant to tell adults about being cyberbullied. These include, worry that parents might restrict their child's access to technology, that the bully might find out and make matters worse, and the belief that there is little adults can do to stop the bullying.

This study aims to add to existing research by examining the extent to which adolescents tell an adult about having been cyberbullied. Telling an adult is also investigated in terms of whether adolescents perceive that adults are knowledgeable enough to help cybervictims. In addition, adolescent views about the ways in which their school should help students deal with cyberbullying are examined. This study also attempts to further add to existing research about the prevalence rate, the nature and content of bullying messages, and the most common forms of electronic media used for cyberbullying.

Present Study

Specifically, the following research questions were investigated among a group of year 9-13 students enrolled in three New Zealand secondary schools:

1. To what extent is cyberbullying occurring within these schools?
2. Which electronic media do these students most often use to cyberbully others?
3. What is the nature and content of the bullying messages/images?
4. To what extent do the victims report their experiences with cyberbullying?
5. What are student views on how to prevent or reduce cyberbullying?

Method

Measures

A self-report survey (see Appendix A) was used to collect data because of its widespread use within cyberbullying research. Adolescents are often reluctant to report victimisation because of the worry that the cyberbully may find out, and/or that their parents may restrict their access to technology (Li, 2010; Smith et al., 2008). Therefore, surveys are particularly useful for collecting information about cyberbullying because of the anonymity and protection they provide participants. This method was also appropriate for collecting the quantitative data examined in the present study, specifically, the prevalence rate, the type of media used for cyberbullying, the nature and content of offensive communications and the extent of reporting victimisation.

Some studies use surveys to gather quantitative data, as well as focus groups and/or interviews to gather qualitative data. The mixed method helps to explain and expand the quantitative data, and provides guidance for further data collection and analysis (Smith, 2004). It was considered that because cybervictims are often reluctant to tell adults about incidents of cyberbullying, it was unlikely that victims would agree to share their experiences among their peers (some of whom may have been involved in bullying) and the researcher in focus group discussions or interviews. Instead, a survey was used to gather both quantitative and qualitative data. Quantitative data were gathered using single response and multiple choice questions. Qualitative data were collected by providing an additional field for further comments in response to the multiple choice questions. These comments provided depth and insight of student views about the perceived ability of adults to help cybervictims and ways in which schools might reduce cyberbullying.

Procedures

The following procedures were undertaken so that the survey would be inclusive of all students. A pilot study was initially undertaken among four year 9 students who were not enrolled in the participating schools. They were asked to read the survey and provide feedback on the vocabulary used by highlighting any words or phrases that they either did not understand or that they thought other students may not understand. Based on these recommendations, the vocabulary and some terms were simplified. A school administrator responsible for the welfare of international students was also asked to provide feedback on the survey. No changes were recommended; the vocabulary and sentence structure were described as simple enough for most international students to understand. To encourage participation by all students, the survey also included the names of school counsellors who were available to provide help if required.

Permission to conduct the research was sought from the Massey University Human Ethics Committee. After receiving ethics approval (see Appendix B), all secondary schools located within an urban area of the Bay of Plenty, New Zealand (n = 6) were invited to participate in the survey (see Appendix C). Principals were provided with an outline of the proposed project, a copy of the cyberbullying survey, information sheets, and consent form. Written consent to conduct the research was obtained from three principals (see Appendix D).

Once consent had been obtained, the parents and students from the participating schools were informed about the research. One school informed parents about the project by placing a brief advertisement in their electronic newsletter (see Appendix E) along with the parent information sheet (see Appendix F). Due to the time delay involved in advising parents via the school newsletter, the other two schools chose to

inform parents directly by email with an electronic copy of the parent information sheet attached. The parent information sheet provided an outline of the research, advised that the survey was anonymous so that their child could not be identified, that participation was voluntary, and also included contact details of the researcher for clarification if required.

An information sheet which provided information about the survey, student rights, and the address of the online survey, was displayed in each of the form classes (see Appendix G). In the two schools which elected to offer students the choice of completing the survey either by the paper or online versions, the information sheet advised students that paper copies of the student information sheet (see Appendix H) and the survey were available for collection from the reception area. Completed paper surveys were then placed in a sealed box which was also located at reception. Students from the third school were advised that paper copies of the student information sheet were available for collection from reception and that the survey was available online.

Procedures were also undertaken so that both school and student anonymity were protected. The paper copy surveys from the two schools and the principal consent forms were filed separately in secure filing boxes. The individual surveys did not request the name of the student or the school and examination by the researcher found no identifying information.

School Setting

The three schools in this study comprised two mixed gender schools and one female-only school. The schools had decile rankings between 5 and 10, indicating average to low levels of state funding and suggesting an average to high socio-economic status. A decile rating is based on Census information collected from households with

school-aged children within the catchment area of each school. The households are examined using five criteria: household income, occupation skill level, household crowding, adult educational qualifications, and government income support. Schools are ranked in relation to every other school based on the total score for each of the five criteria. Schools are then placed into one of ten deciles so that approximately 10% of schools are in each decile. The decile ranking is used to allocate state funding; the lower the decile rating, the more funding the school receives for additional resources. The participating schools had an average decile rating of 7 which was representative of schools in the area.

The three schools in the current study had policies in place which supported a safe physical and emotional environment for students as required by Ministry of Education guidelines. School A had developed separate, specific anti-bullying policies and procedures which identified cyberbullying as an issue (see Appendix I). Cyberbullying was described as "using cyber technology to abuse or intimidate". Bullying was defined as deliberate acts of direct and indirect aggression where the intention was to hurt the other person verbally, physically, or emotionally. The term bullying was not differentiated between traditional and cyberbullying. The policy also stated that the bullying behaviour should not be considered as 'just teasing' and that the victim was never responsible for the abuse.

Procedures which outlined the actions teachers should take in response to bullying incidents involved the use of positive phrases when talking to the victim. Language recommended when talking to the bully focussed on stopping and changing the behaviour. In addition, the procedures recognised peer/bystander involvement and recommended that teachers ask the peer group to help the victim. The procedures also outlined examples of bullying that teachers themselves needed to avoid, including

sarcasm, directly or indirectly humiliating a student, and using racist/sexist language. These examples were then followed by positive examples of teacher behaviours that would help to achieve a bully-free environment.

School B had developed a harassment prevention policy which covered all forms of harassment including sexual, racial/cultural and bullying (see Appendix J). Bullying was not differentiated between traditional bullying and cyberbullying, and a definition for either form of bullying was not included. A harassment prevention programme was still being developed and some of the goals included: to educate staff and students about their rights and responsibilities; to treat complaints seriously and with discretion; to provide procedures for complaints based on the principles of natural justice; and to protect complainants from victimisation. Although this policy did not specifically identify cyberbullying, a separate internet safety policy outlined unacceptable actions while students used the internet at school, including; sending offensive emails; trespassing into files belonging to other people; and downloading offensive material (see Appendix J).

School C had developed a policy on discipline in which the purpose was to create a positive, supportive and safe environment (see Appendix K). To achieve this goal, the policy recommended that the school should provide a climate which supported and ensured the well-being of all students; that students respected the rights of others; and that students were supported to develop self-responsibility so that they were accountable for their own actions. The policy emphasised positive actions to resolve issues rather than negative punishment, in line with restorative practices. Examples of behaviour that could require referral to external agencies included serious assault, involvement in drugs, and bullying. There was no further description or definition of bullying, and cyberbullying was not referred to in the document.

Participants

Out of a potential pool of approximately 4,390 students, 154 students (115 girls, 39 boys) participated. The participants were aged between 13 and 18 years with a mean age of 15 years. The ethnic heritage of the participants were: European 74.7%, Maori 13.6%, 'Other' 5.2%, Asian 3.9% and Pacific Island 2.6%. Comparison with Statistics New Zealand (2006) ethnic population data indicated that European students were slightly over-represented, while Pacific Island, Asian and 'Other' ethnic groups were slightly under-represented in this study (see Figure 1). Boys were also under-represented, due in part, to the inclusion of an all-girls school.

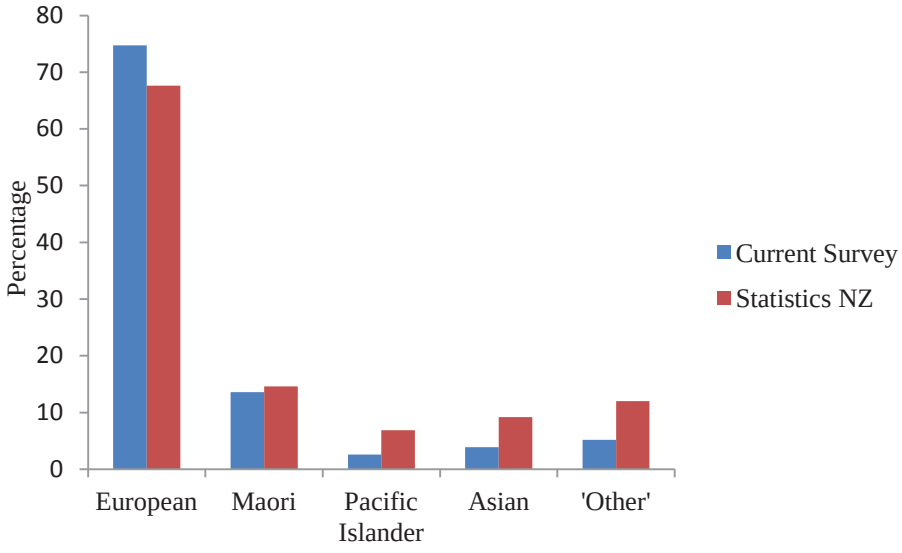

Figure 1. Comparison of ethnic heritage between participants and the national population.

Materials

Students completed a self-report survey which asked about their experiences with cyberbullying. The survey was available as a paper-based version (see Appendix

A) and/or an online version. The latter was available through SurveyMonkey, an online service which provides users the tools to create individual surveys. The survey provided participants with the following definition of cyberbullying (based on Olweus' 1995 definition of traditional bullying): "Aggressive, mean, untrue, or embarrassing texts, messages, photos, or video clips that have been sent by a mobile phone or posted on the internet, without that person's permission. It can also include leaving someone out on purpose from an online group or pretending to be someone else to get another person into trouble. Cyberbullying occurs when the bullying happens more than once, for example, sending a person two or more mean texts, or sending just one message or photo to other people on the internet so that more than one other person sees it". Students were asked to include those incidents that had occurred during the previous year.

The survey also advised students that the survey was anonymous so that they would not be able to be identified, that participation was entirely voluntary and that they did not have to answer any question they did not want to.

The survey items. The survey included 5 sections and a total of 45 questions. The first section collected standard demographic information including gender, age, and ethnic/cultural heritage. The second section examined student use of technology, such as rating the importance of technological devices for communicating with their friends and how much time they spent on the internet.

Sections 3-4 were designed to answer research questions 1-4, including the prevalence of cyberbullying, the types of electronic technology used for cyberbullying, the nature of the offensive communications, and the extent that students reported victimisation. Students identified as cybervictims were also asked who they had told

about the bullying and the reasons they had either told another person or had told no-one. Existing literature consistently shows that cybervictims often do not tell an adult about being cyberbullied (e.g., Li, 2010; Slonje & Smith, 2008; Smith et al., 2008), therefore, if victims indicated that they had either told no-one or had not told an adult, they were asked to provide the reasons for this. In the final section, all participants were asked to indicate the actions they thought their parents would take if they told their parents they had been cyberbullied. This question was included so that the responses made by cybervictims and non-involved students could be compared and whether the perceived consequences of telling an adult were associated with not reporting victimisation.

The final questions in the survey were designed to answer the fifth research question regarding student views on how to prevent or reduce cyberbullying. Students were asked to indicate the actions they thought teachers should take if a student reported victimisation, and actions the school could take to help prevent and reduce cyberbullying. Students were also asked whether they thought most of their teachers would be able to help, and whether most adults knew enough about technology to help someone who had been cyberbullied. These views were sought because although many schools have procedures in place which encourage students to report incidents of bullying, it is possible that students do not report incidents due to the perception that teachers cannot help due to a lack of technological knowledge. This would then have implications for existing interventions.

Data Analysis

Several individual student surveys were excluded, including three that had been completed by students younger than 13 years (one school provided for years 7-13),

three surveys which involved multiple errors in response to the questions about age, gender and ethnicity, and one survey in which sections 2-5 had not been completed. From a total of 161 responses, 154 were included in this study.

The survey included both single and multiple response questions. For example, questions about age, sex and whether the participant had been cyberbullied, required a single response. When answering the open-ended questions, students could select all the sample responses that were applicable, for example, the type of bullying communications received and how students felt after they had received bullying messages. Students also had the option to include additional narrative text.

All forms of data collected by the paper version of the survey were entered into SurveyMonkey by the researcher. Coding reliability of student responses from the sample list of options was tested by randomly selecting 10 paper surveys and comparing them with the online data. No coding errors were found.

Additional narrative text provided by students was categorised individually by the researcher using word-based analysis, as these comments were typically brief. Any additional narrative text that was not already described in the sample responses, was allocated an additional appropriate category. Two additional categories were included to describe the nature and type of cyberbullying (see Table 4), three additional suggestions were made about the actions teachers should take in response to cyberbullying (see Table 12) and five additional suggestions were included about the actions schools could take in response to cyberbullying (see Table 13). Data were then manually entered into the statistical package SPSS, v20 for further analysis.

Results

Prevalence of Cyberbullying

The first research question involved the extent of cyberbullying occurring within the participating schools. Prevalence was first examined by categorising the students into four groups: students who reported that they had been cyberbullied at least once during the previous 12 months (victims only), students who reported that they had cyberbullied others and had also been cyberbullied (bully-victims), students who reported that they had cyberbullied others (bullies only), and students who reported that they had not been involved in cyberbullying. Of the 154 participants, 24% (*n* = 37) reported that they had been cyberbullied, comprising 18.2% victims only and 5.8% bully-victims (see Table 2).

Table 2

Frequency of Cyberbullying (N = 154)

	Total	
	n	*%*
Victim only	28	18.2
Bully-victim	9	5.8
Bully only	6	3.9
Non-involved	111	72.1

The frequency of cyberbullying was then examined to determine whether age was associated with involvement in cyberbullying (see Table 3). The results suggest that students aged 14 to 17 years were more likely to have experienced some form of

cyberbullying compared with younger students aged 13 years and older students aged 18 years.

Because students were not required to respond to all the survey questions, data shown in the following tables may not always include the total number of participants or the total number of students within each category. Some questions also allowed multiple responses, so that the percentages of these data will exceed 100. Unless otherwise specified, the categorisation of victim includes victims only and victim-bullies.

Table 3

Frequency of Cyberbullying by Age (N = 154)

Age	Victim only		Victim-bully		Bully only		No involvement		Total
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*
13	2	9	0	0	0	0	21	91	23
14	7	20	4	11	1	3	23	66	35
15	7	18	3	8	2	5	26	69	38
16	7	27	1	4	2	8	16	61	26
17	3	27	0	0	0	0	8	73	11
18	1	8	0	0	0	0	12	92	13
Age not given	1	13	1	13	1	12	5	62	8
Totals	28	-	9	-	6	-	111	-	154

Bullying often occurs within a social context, and students were also asked whether they had witnessed a friend cyberbullying another person. Of the 154 participants, 23% (*n* = 35) reported that they had witnessed a friend cyberbully another

person. All four categories of students (victim only, bully-victim, bully only, non-involved students) include bystanders.

Electronic Media Used for Cyberbullying

The second question investigated the electronic media that students most frequently used to cyberbully others. A large majority of students (81%) used the internet to communicate with their friends whereas only a small minority (1.3%) reported that they did not use the internet. A large majority of students also reported that they had access to a mobile phone and only 8% reported that they did not use or own a mobile phone. Cybervictims reported that they were most often bullied on the internet through social network sites, such as Facebook, MySpace, Twitter, Tumblr, and YouTube (76%), followed by instant messaging (14%) and chat rooms (3%). A majority of the victims (60%) reported that they had received bullying texts/images on their mobile phone. In addition, 26% reported that they had received bullying messages during school hours. Cyberbullies reported that they had used social network sites (50%) and chatrooms (13%) to bully others on the internet, while 69% reported they had used their mobile phone to send bullying messages/images.

Nature and Content of Cyberbullying Messages

The third research question examined the nature and content of the bullying messages/images. If students reported that they had been victims of cyberbullying and/or had cyberbullied others, they were asked to describe the nature and content of the cyberbullying messages they had received and/or sent by selecting as many options as applicable from the list provided. The majority of both cybervictims and cyberbullies reported that they had received/sent angry, rude, or nasty messages, followed by gossip, lies, rumours, harmful, or cruel messages received/sent to others (see Table 4). Two

students who reported that they had bullied someone else included an additional category to describe the nature of their bullying: "kidding, joke" and "liking a comment" that was directed to the person being cyberbullied.

Table 4

Frequency and Type of Cyberbullying (N = 43)

Type of cyberbullying	Reported by					
	victim only		bully-victim		bully only	
	n	%	*n*	%	*n*	%
Angry, rude, or nasty messages	22	79	5	56	4	67
Gossip, lies, rumours, harmful, or cruel messages	20	71	6	67	2	33
Messages sent over a number of days or weeks that made the victim feel scared, or were meant to scare the other person	6	21	3	33	1	17
Being left out of an online group on purpose	6	21	3	33	1	17
Private messages/images sent to other people without that person's permission	2	7	2	22	2	33
Pretending to be the victim to get that person into trouble	2	7	1	11	1	17
Kidding or joking, not meant to be harmful	0	0	1	11	0	0
Liking a comment posted on the internet	0	0	0	0	1	17

Extent of Reporting Victimisation

The fourth research question asked about the extent that victims had reported their experiences of cyberbullying. The vast majority of cybervictims (95%) reported that they had told someone. In addition, a large majority of the victims (89%) also

knew the identity of the bully. Of those students who reported victimisation, the majority had told only their friend(s) while less than one quarter had told only an adult (see Table 5). One victim who had reported that she had not told anyone included the following reasons from the options provided: "I didn't want anyone to know I have been cyberbullied"; "no-one would have been able to help me"; "the cyberbully might have found out and made things worse"; "I thought I could deal with the problem by myself"; "I just didn't want to talk about it"; "I was worried other students might make fun of me". The second victim who reported that he had not told anyone selected the option that the bullying had not bothered him.

Table 5

Frequency of Reporting Victimisation (N = 37)

	Reported by victim	
	n	%
Told a friend only	21	57
Told a friend and told an adult	7	19
Told an adult only	7	19
Told someone	35	95
Told no-one	2	5

If students responded that they had told their friends but had not told an adult about the cyberbullying, they were asked to select as many reasons as applicable for not telling an adult. As shown in Table 6, the most frequently reported explanations for not telling an adult were that adults may have over-reacted, followed by the view that the incident was not considered important enough to tell an adult, or concern that an adult may have told others without the permission of the victim. Although only 10% reported

that an adult would not have been able to help, 35% thought that their friends could help more.

Table 6

Frequency of Reasons for Telling a Friend and not an Adult about Cyber-Victimisation (N = 20)

List of options provided	Reported by victim	
	n	*%*
An adult might have over-reacted	13	65
It wasn't important enough to tell an adult about it	10	50
An adult might have told others about the cyberbullying without my permission	9	45
If my parents found out they might have stopped me using my mobile phone or internet	8	40
It's not the "done thing" to tell an adult about these kinds of problems	8	40
The cyberbully might have found out and made things worse	7	35
I thought my friends would be able to help me more than an adult	7	35
I didn't want any adults to know I have been cyberbullied	7	35
I didn't think telling an adult would stop the cyberbullying	6	30
I was too embarrassed to tell an adult	6	30
I might have got into trouble myself because it was also my fault	5	25
I was too frightened to tell an adult	3	15
An adult might not have believed me	2	10
An adult would not have been able to help me	2	10
I didn't want the other person to get into trouble	0	0

The last section of the survey further explored the extent that students would report their experiences to an adult. All students were asked to choose options from the list provided in response to the hypothetical question, "What do you think your parents

would do if you told them you had been cyberbullied?" First, students identified as either a victim or as non-involved, were separated into one of the two categories. Responses to the above question were then examined to assess whether there was a relationship between the two categories of students and student expectations of parental actions in response to cyber-victimisation. Chi-square analysis found significant differences between the two groups of students for four of the expectations of parental response (see Table 7).

The chi-square test was used because it examined the distribution of nominal data (data in categories). This statistical calculation determines whether there is a significant difference between the expected frequency of responses and the actual frequency of responses belonging to one or more categories. Put simply, is there an actual difference or do the responses fall into the categories as would be expected? The chi-square test calculates a probability value (*p*-value) which determines the significance of the result. In this field of research, the generally accepted cut-off level for the *p*-value is 5%. If the *p*-value is less than 5% ($p < .05$) then the result is unlikely to be due to chance and it is very likely that there is a significant difference between the expected and actual frequency of responses.

The chi-square analyses revealed statistically significant differences for several responses including a larger percentage than would be expected of non-involved students who reported that their parents would try to help them, compared with the victims, $\chi^2(2, N = 142) = 8.617$, $p = .003$ and a larger percentage than would be expected of victims who reported that their parents would remove their access to electronic media, compared with non-involved students, $\chi^2(2, N = 142) = 6.576$, $p = .010$ (see Table 7).

Table 7

Student Expectations about Parental Response to Cyber-victimisation (N = 142)

List of options provided	Victims (n = 34)	Non-involved students (n = 108)	Chi-square analysis p
Try to help me	16 (47%)	80 (74%)	.003**
Remove my access to electronic media	14 (41%)	21 (19%)	.010*
Try to find the cyberbully's identity	13 (38%)	68 (63%)	.011*
Talk to school staff and/or the principal	12 (35%)	63 (58%)	.019*
Send a message telling the cyberbully to stop the bullying	5 (15%)	28 (26%)	.177
Send a cyberbullying message back	4 (12%)	6 (6%)	.217
Talk to the cyberbully's parents	15 (44%)	60 (56%)	.244
Monitor or control my access to electronic media	15 (44%)	39 (36%)	.402
Take no action	1 (3%)	6 (6%)	.539
Demand the school disciplines the bully	8 (24%)	28 (26%)	.779

*$p < .05$; **$p < .01$.

Significant differences were also found between the two categories of students and their responses to the option that their parents would try to find the identity of the cyberbully, $\chi^2(2, N = 142) = 6.453$, $p = .011$, and to the option that their parents would talk to the principal or school staff about the cyberbullying, $\chi^2(2, N = 142) = 5.508$, $p = .019$. A greater percentage than would be expected of non-involved students selected these two options compared with the victims (see Table 7).

Second, the victims were separated into two categories, victims who reported that they had told their parents and victims who reported that they had not told their parents about cyber-victimisation. Student responses to the four options which showed

significant statistical differences between victims and non-involved students, were then examined to assess whether there was also a difference between the two groups of victims and their responses to these options. Chi-square analyses found no significant differences between the two categories of victims and their responses (see Table 8).

Table 8

Victim Expectations about Parental Response to Cyber-victimisation (N = 34)

	Victims who had told an adult (*n* = 14)	Victims who had not told an adult (*n* = 20)	Chi-square analysis *p*
Try to help me	8 (57%)	8 (40%)	.324
Remove my access to electronic media	4 (29%)	9 (45%)	.332
Try to find the cyberbully's identity	5 (36%)	9 (45%)	.588
Talk to school staff and/or the principal	6 (43%)	6 (30%)	.440

Students were also asked the hypothetical question, "Do you think your parents or teachers know enough about technology to help someone who has been cyberbullied?" This question was included because limited technological knowledge among adults may be another reason that adolescents are reluctant to report cyberbullying. Overall, 19% of students believed that adults had sufficient technological knowledge, 30% thought that they did not, and 51% answered maybe/don't know. The chi-square test found no significant difference between victims overall and non-involved students and their beliefs about adult technological knowledge, $\chi^2(2, N = 145) = 1.480$, $p = .477$. The responses were then compared between victims who reported that they had told an adult and victims who reported that they had not told an adult. Again, chi-square analysis found no significant difference

between the two groups of victims and the responses, $\chi^2(2, N = 35) = .371$, $p = .831$ (see Table 9).

Table 9

Victim Views of Parent and Teacher Technological Knowledge (N =35)

Victim responses to whether most teachers and/or parents had enough technological knowledge to help cybervictims					
	Total *n*	Yes *n*	No *n*	Maybe/ don't know *n*	Chi-square analysis *p*
Victims had told an adult	14	2 (14%)	6 (43%)	6 (43%)	
Victims had not told an adult	21	2 (10%)	8 (38%)	11 (52%)	.831

Thirty students provided additional comments for this question and approximately one quarter recognised that adult knowledge of technology depended on the person and the type of technology, as the following examples suggest:

> Depends what teacher it is and what skills are required.
>
> It depends if the parent or teacher has the experience on the sites that kids are getting cyberbullied.
>
> It depends on the type of device it was done on and also on the individual adult's technological abilities.

Only three students thought that although adults probably were not as computer literate as adolescents, they did know the basics. In comparison, 13 students assumed that adults knew little about technology, as the following responses indicate:

> My parents are ridiculously terrible at anything even remotely involving technology.

Most teachers I know don't know what block or blacklist is!

Mum can't even turn the computer/laptop on.

Student responses to the hypothetical question, "Do you think most of your teachers or school staff would be able to help someone who has been cyberbullied?" were then examined. This question was included because student perceptions that teachers may not be able to help (for any reason) may also explain, in part, the low extent of cyberbullying reporting. First, responses were compared between victims overall and non-involved students (see Table 10). Chi-square analysis found a significant difference, χ^2 (2, N = 145) = 8.477, p = .014, indicating that a larger than expected percentage of victims thought that most teachers would not be able to help cybervictims.

Table 10

Student Views of Teacher/School Staff Ability to Help Cybervictims (N = 145)

	Student responses to whether most teachers or school staff would be able to help cybervictims				
	Total *n*	Yes *n*	No *n*	Maybe/ don't know *n*	Chi-square analysis *p*
Victims	35	11 (31%)	15 (43%)	9 (26%)	
Non-involved students	110	32 (29%)	23 (21%)	55 (50%)	.014*

*p < .05.

Second, responses to the above question were examined to assess whether there was also a difference between victims who reported that they had told an adult and victims who reported that they had not told an adult about cyber-victimisation. Chi-

square analysis found no significant difference between the two groups of victims and their responses, χ^2 (2, N = 35) = 1.414, p = .493. However, a slightly larger percentage of the victims who had told an adult thought that most teachers would be able to help, whereas a slightly larger percentage of the victims who had not told an adult reported that they did not believe that most teachers would be able to help cybervictims (see Table 11).

Table 11

Victim Views of Teacher/School Staff Ability to Help Cybervictims (N = 35)

	Victim responses to whether most teachers or school staff would be able to help cybervictims				
	Total *n*	Yes %	No %	Maybe/ don't know %	Chi-square analysis *p*
Victims had told an adult	14	6 (43%)	5 (36%)	3 (21%)	
Victims had not told an adult	21	5 (24%)	10 (48%)	6 (28%)	.493

Students provided 56 additional comments to the question about whether most teachers would be able to provide help and these were sorted into 11 categories. The five most frequently reported categories included: that the ability of teachers to provide help depended on the individual circumstances; that it would be difficult for teachers to monitor technological devices; that it depended whether the teachers cared enough to become involved; that just talking to a teacher may help the victim; that it would be difficult for teachers to help if the cyberbullying occurred outside of school.

Student Views on how to Prevent or Reduce Cyberbullying

The fifth research question collected data about student views on how to prevent or reduce cyberbullying. Although the questions in the survey asked students about their views of possible teacher and school actions that could be taken in response to cyberbullying, the student responses are just as relevant for traditional bullying. First, students were asked the hypothetical question, "What do you think teachers should do if a student tells them they have been cyberbullied?" Students were provided with a list of options and were asked to include as many responses as applicable. As shown in Table 12, a large majority (82%) considered confidentiality was important and 74% also thought it was important to identify the cyberbully. Providing the victim and their parents with information about the support available from free help lines and from the community were among the least frequent responses selected from the list of options. The following comment by one student provides an explanation for the lower number of responses to these options:

> It is embarrassing to use/admit to others that you use free help-lines and/or websites and therefore they are the target of prank calls. The person on the other end can't help you all they can do is listen to what you say and give cliche (*sic*) and typical advice. I don't think they work. By a teacher/parent saying call this hotline they are effectively brushing away your issue and saying that they can't help you. The fact that they can't help may be true but they need to try to be present in the solving of the issue otherwise it could make the person feel worse.

Other student comments included:

> Restorative meetings are embarrassing and doing so (as well as talking to the cyberbully about why they do it) will cause more issues and harassment for the victim because they will know who "squealed" about them.

> I think if teachers go about making the child feel safe, and understand why the cyberbullying is occurring, it will get to the heart of the problem, rather than just punishing the cyberbully, which could make the situation worse.

The second question in the survey which examined student views about reducing cyberbullying asked, "What do you think schools should do to help students deal with cyberbullying?" Students were provided with a list of options and asked to select as many responses as applicable (see Table 13). Similar with responses to the previous question, students considered confidentiality was important with 70% responding that conversations between student and teacher should remain private. Providing a drop-box so that students could report incidents anonymously was also selected by the majority of respondents. Following is an additional comment one student made about the use of drop boxes:

> I think that, quite often, cyberbullies get away with bullying others. This may be due to the fact that it can happen anonymously, or comments can be deleted. It also isn't reported as much. Schools need to encourage students to come forward if they are being cyberbullied, and then follow through with punishments that they make students aware are going to happen. A drop box could help, as it takes a lot of courage for someone to come forward about bullying.

Table 12

Student Views on the Actions Teachers Should Take in Response to Cyberbullying (N = 147)

	Student response	
	n	%
List of options provided		
Let the student know the conversation will stay private	120	82
Try to find out who had done the cyberbullying	108	74
Talk to the cyberbully's parents/caregivers	97	66
Ask the student what the school can do to make him/her feel safe	96	65
Talk to the cyberbully and their reasons for cyberbullying	95	65
Discipline the cyberbully	93	63
Offer counselling for the cybervictim	86	59
Arrange a restorative meeting between the students and try to resolve the problem	76	52
Give the student information about free help-lines and/or web sites	72	49
Give the student information on how to be safe online	68	45
Give the student's parents information on how to be safe online	66	45
Offer counselling for the cyberbully	64	44
Give the student's parents information about local help they can get	57	39
Additional student suggestions		
Ask the student about actions they would feel most comfortable about	1	1
Involve the police in extreme situations	1	1
Regularly check on the cyberbully to ensure they are not bullying	1	1

Table 13

Student Views of the Actions Schools can Take to Deal with Cyberbullying (N = 141)

	Student response	
	n	%
List of options provided		
Provide a drop box so students can report incidents anonymously	100	71
Promise that if students give teachers information about cyberbullying, it will remain confidential	99	70
Make all students aware of the actions the school will take against cyberbullying	99	70
Teach students how to stay safe online	82	58
Provide students with guidelines about what to do if they are cyberbullied	81	57
Provide counselling for cybervictims	73	52
Teach students how to behave online	73	52
Make the school a safer place	69	49
Provide parents with information and support on how to deal with cyberbullying	65	46
Select a group of teachers who students can talk to about cyberbullying	64	45
Give out pamphlets about how to stay safe online	63	45
Provide teachers more training/information on how to deal with cyberbullying	62	44
Train a group of senior students to teach younger students about online safety	60	43
Provide counselling for cyberbullies	55	39
Have better monitoring of the internet at school	52	37
Select a group of senior students who students can approach about cyberbullying	51	36
Organise a cyberbullying information night for parents/caregivers	50	35
Establish a student court so that students can deal with the issue	42	30
Additional student suggestions		
Encourage the cybervictim to come forward	1	1
Ban mobile phones at school	1	1
Provide assemblies about cyberbullying	1	1
Provide a conference with the cybervictim	1	1
Punish the cyberbully	1	1

Also similar to student responses to the previous question, the majority of students selected mainly those options which included actions the students could take themselves. However, only a minority of students supported the involvement of older students for providing online safety training, support, and resolution via a student court. Several students included additional comments about the involvement of older students:

> None of these will help students ... because who helps the seniors then?
>
> The thought of a student court is intreging (*sic*). There are dangers with that, as the bully could then get bullied.

A majority of participants (70%) also thought that schools should make students aware of the actions the school would take in response to cyberbullying. Although the schools had anti-bullying policies in place, the inclusion of this option by a large number of students seems to suggest that they may not be adequately publicised among students.

Discussion

Prevalence of Cyberbullying

This research provides further information about the nature of cyberbullying among a small sample of New Zealand adolescents. Almost one quarter of the students involved in the study reported that they had been cyberbullied at least once during the previous 12 months, which indicated that cyberbullying was an issue for many students. The prevalence rate found in the current study lies within the range of 11% to 50% found by previous international research (e.g., Hinduja & Patchin, 2008; Kowalski & Limber, 2007; Raskauskas & Stoltz, 2007). The findings support the view that cyberbullying is a world-wide phenomenon.

Electronic Media Used for Cyberbullying

The type of media examined within cyberbullying research has varied over the years due to technological advances. For example, earlier research differentiated between the types of media used, such as instant messaging, websites, chatrooms, emails, and mobile phone texts (Hinduja & Patchin, 2008; Juvonen & Gross, 2008; Patchin & Hinduja, 2006; Smith et al., 2008). Some research has examined text bullying only (e.g., Beran & Li, 2005; Marsh et al., 2010; Raskauskas et al., 2005) while other research has examined internet bullying through the use of instant messaging, chatrooms, and email but have excluded mobile phone texts (e.g., Kowalski & Limber, 2007; Williams & Guerra, 2007; Ybarra & Mitchell, 2004b).

This study examined a wide range of media used for cyberbullying. These included social network sites and mobile phones because of their current popularity as

communication tools among many adolescents, as well as several older forms of communication via the internet.

As would be expected, cyberbullying occurred less frequently through the use of the older forms of online communication, such as chat rooms and instant messaging. Instead, the large majority of cybervictims reported that they had been most often cyberbullied through social network sites, which is most likely due to their increasing popularity. For example, in the US, the Pew Internet and American Life Project (Lenhart et al., 2011) reported that social network site membership among adolescents aged 12 to 17 years had increased from 55% of online users in 2004 to 80% of online users in 2011 (or to 76% of all teenagers in this age group).

The large majority of cybervictims in the present study also reported that they had been cyberbullied through the use of mobile phones. Again, the reasons may be due to the popularity of mobile phones as a communication tool and the increasing number of adolescents who own or have access to one. For example, the Pew Internet and American Life Project (Lenhart, Ling, Campbell, & Purcell, 2010) reported that in 2010, 75% of American teenagers aged 12 to 17 years owned a mobile phone, an increase from 63% in 2006 and 71% in 2008. Approximately 88% of the adolescents who owned or used a mobile phone had sent and received text messages, an increase from 51% in 2006. Lenhart and colleagues further reported that in 2009, texting was the most frequent form of communication among adolescents at 54%, compared with mobile phone calls 38%, face-to-face talking 33%, social network sites 25%, and instant messaging 24%.

Although recent figures are not available in New Zealand, the US findings are comparable with figures reported by the Internet Safety Group (2005) which found that

73% of adolescents aged 12 to19 years owned a mobile phone. The percentage of students in the current study who reported that they owned or had access to a mobile phone was even higher at 90%.

Another reason for the high incidence of bullying through the use of mobile phones may be due to the introduction of smart phones. The ability to provide multiple functions previously provided by separate technological media, means that the demarcation between the internet and mobile phones has become blurred. Smart phones are capable of being used for texting as well as for multi-media messaging, video-calling, email, and/or internet browsing. The Pew Internet and American Life Project (Madden, Lenhart, Duggan, Cortesi, & Gasser, 2013) found that the number of adolescents aged 12 to 17 years who owned a smart phone had increased substantially from 23% in 2011 to 37% as at September 2012. These figures are likely comparable with adolescents in New Zealand as ownership of smart phones has doubled in the previous year to 60% as at May 2013 ("NZ Smart Phone Ownership," 2013).

Although research indicates that the highest incidence of cyberbullying occurs outside of school (e.g., Raskauskas, 2010; Slonje & Smith, 2008) cyberbullying is still a problem for a significant minority during school hours (Slonje & Smith, 2008). In New Zealand, secondary schools' Boards of Trustees have the discretionary power to implement policies banning mobile phones during school hours, however, the majority of students typically access their mobile phone during school (Internet Safety Group, 2005). The ease in which mobile phones can be accessed (despite school rules) may be one reason that a large minority of cybervictims in the current study reported that they had received bullying messages on their mobile phone during school hours.

Nature and Content of Cyberbullying Messages

Students who had experienced cyberbullying were asked to describe the nature and content of bullying messages either received or sent. The large majority of cybervictims reported that they had received angry, rude, or nasty messages. This was followed by gossip, lies, rumours, harmful, or cruel messages. In comparison, less than one quarter of the cybervictims reported that they had received threatening messages which made them feel scared. Threatening messages could be perceived, in general, as a more severe form of cyberbullying, and could therefore be expected to occur less frequently. However, care needs to be taken in assigning a level of severity by categorisation only; Bauman and Newman (2013) found that the negative impact and emotional distress caused by cyberbullying depended on the individual circumstances and the perceptions of the cybervictim.

The gender differences found in previous research (e.g., Hinduja & Patchin, 2008; Wade & Beran, 2011; Ybarra & Mitchell, 2004b) suggest that girls have been involved in cyberbullying to a greater extent relative to traditional bullying. One explanation is that cyberbullying can involve indirect aggression, such as gossip, rumour-spreading and exclusion, which girls tend to prefer. The large majority of participants in the current study were female, so it is not surprising that one of the most frequently reported content received by cybervictims involved gossip and rumour-spreading. Although the incidence of exclusion was quite low, this may be because excluding another person(s) requires the involvement of multiple group members rather than the actions of just one individual.

Extent of Reporting Victimisation

The vast majority of cybervictims (95%) in the current study reported that they had told someone about being cyberbullied. Although results from previous research show that reporting victimisation varies considerably, from 35% to 68% (e.g., Li, 2010; Raskauskas, 2010; Smith et al., 2008), the extent of reporting victimisation in the current study was still much higher. One explanation is that the large majority of victims in the present study knew the identity of the cyberbully. In a study conducted by Smith et al. (2008) students involved in focus group discussions thought that students were unlikely to tell someone about being bullied if they did not know the identity of the offender, presumably because of the protection that anonymity provides. However, Raskauskas (2010) found that the majority of victims (68%) had reported the cyberbullying, possibly because many also had known the identity of the bully.

Another explanation for the current findings may be due to the large majority of female participants and a corresponding high number of female victims. Previous studies have found that girls are more likely to tell an adult about cyberbullying incidents compared with boys (Li, 2006; Raskauskas, 2010). This may be because in western cultures, males tend to be reluctant to ask for help or to tell others about their problems (Tannen,1996).

Reasons for not telling anyone. In comparison with previous research which has found that a large minority of adolescents generally do not tell anyone that they had been cyberbullied (e.g., Li, 2010; Raskauskas, 2010; Slonje & Smith, 2008; Smith et al., 2008), only two victims in the current study reported that they had not told anyone. One student reported that she had received bullying texts on more than five occasions. Several of the reasons that she had selected for not telling anyone included the belief

that no one would have been able to help, that she had felt too embarrassed to have told anyone, and concerns about confidentiality. In comparison, the second student reported that he had been cyberbullied once only and the option he selected for not telling anyone was that the bullying had not particularly bothered him.

Even though the first student had been bullied multiple times, she had taken no action in response. The response is similar to the findings reported by Fenaughty and Harré (2013) who found that 70% of victims used this strategy first, and then tried other strategies if the bullying still continued. Li (2010) also found that a large minority of cybervictims had ignored the cyberbullying and taken no action.

The second student had been bullied via a social network site and consequently, unfriended the bully. This action is similar to the findings reported by Smith et al. (2008) who found the most popular strategy in response to cyberbullying was avoidance, such as logging off the internet, or blocking messages or identities. Smith and colleagues also considered that these types of strategies may be the most effective way to deal with less serious incidents that do not necessarily require adult assistance.

Reasons for not telling an adult. In comparison with previous research which found that between 27% and 36% of victims had told a friend about being cyberbullied (e.g., Slonje & Smith, 2008; Smith et al., 2008), over three quarters of cybervictims in the current study had confided in a friend and/or adult while slightly more than half had told a friend but not an adult. Students who had been cyberbullied reported the following reasons, for not telling an adult.

Parental over-reaction. The most frequently reported reason that students had not told an adult was the belief that their parents would be likely to over-react. One student who had told her parents made the following comment: "However I did tell my

parents, and they went overboard asking me questions about why, who, and how, even though I told them that it did not affect me. They take it too seriously". In some instances students may consider that the bullying is not as large an issue as their parents believe. In fact, half of the victims thought the cyberbullying was not important enough to tell an adult.

Hinduja & Patchin (2010) noted that cyberbullying can range from minor forms of harassment through to more serious incidents such as physical threats of violence. In some instances, harassing messages by themselves may not be highly troubling, but when combined with other aggressive behaviours, either offline or online, the situation is likely to become increasingly distressing for the victim. It is possible that some students in the current study had confided in their parents only when they considered the cyberbullying was severe.

Confidentiality. Similar with findings from Li (2010), just under half the victims in the present study were worried about lack of confidentiality, possibly because of the likelihood of the cyberbully finding out and making matters worse. Research has consistently shown an overlap between traditional bullying and cyberbullying, such that cyberbullying victims are also at risk of being traditional victims (Juvonen & Gross, 2008). Therefore, student concerns about the bully finding out and the possibility of the harassment escalating, either face to face or online, need to be taken seriously.

Removal of access to electronic media. Forty percent of students were also reluctant to report incidents of cyberbullying due to expectations that their parents might have removed their access to electronic media. Although the participants were not asked to describe examples of parental over-reaction, it is likely that parental actions

such as stopping or monitoring access to electronic media would be perceived by many adolescents as an over-reaction.

The relatively large percentage of cybervictims who selected this option highlights the importance of electronic communication media among many adolescents. One reason that these forms of communication are so popular, is that they provide adolescents with independence, the ability to socialise without relying on parental or public transport to physically meet and communicate with their friends (Grinter, Palen & Eldridge, 2006). Text messaging can also be used in many contexts when meeting face-to-face or mobile phone calling are not possible, and the messages can be kept private from adults. It is not surprising therefore, that some adolescents do not report victimisation due to the possibility that their parents may monitor their electronic communications, resulting in a loss of privacy.

However, in the current study, no significant differences were found between cybervictims who reported that they had told an adult and cybervictims who reported that they had not told an adult, and the response that their parents might remove their access to communication technology. The lack of a significant difference between the two groups suggest that additional factors were also important in the decision whether to tell an adult about being cyberbullied.

Student culture. Forty percent of cybervictims in the current study who reported that they had not told an adult also reported that it was not the done thing to tell parents about problems such as cyberbullying. Approximately one third of the cybervictims who reported that they had not told an adult, also thought their friends would be able to provide more help. These findings, in part, are possibly due to the developmental stage of adolescence in which teenagers seek to gain greater

independence from their parents, and to rely more on their friends for support. Results from the US survey Fight Crime: Invest in Kids (2006) support this developmental trend and showed that just over half the preteens had reported cyberbullying to their parents, while only 35% of the older adolescents had done so.

Expectations of parental help. This study has extended previous findings by examining whether student views about the possible actions their parents would have taken, differed between students who had experienced cyberbullying and students who had not been involved in cyberbullying. A statistically significant difference between cybervictims and non-involved students indicated that a larger percentage of the non-involved students thought that their parents would try to help them. A larger than expected percentage of the non-involved students also thought that their parents would try to find the identity of the cyberbully and/or talk to school staff or the principal.

Previous research has consistently found an association between the quality of parent-child relationships and involvement in traditional bullying and cyberbullying. For example, Wang et al. (2009) examined cyberbullying and the association with parental relationships and peer friendships. They found that adolescents who rated the quality of their relationship with their parents as poor were more likely to be involved in cyberbullying, either as a bully or a victim. Although students in the present study were not asked to rate their relationship with their parents, it seems reasonable to suggest that students who have a supportive relationship with their parents are also more likely to believe that their parents would try to help them resolve problems such as bullying.

Technological knowledge of adults. Overall, only a minority of students in the present study believed that adults had sufficient technological knowledge to help cybervictims. However, many students also indicated that the ability of adults to

provide help probably depended on the individual and the type of technology involved. These findings highlight the need for adults to keep pace with technological advances so that they are able to provide quality help when needed. If adolescents perceive that adults are unaware of much of the cyberbullying that occurs and that they lack the technological knowledge to provide help, the trend to tell only their peers is likely to continue.

Student beliefs about the ability of teachers to help. Almost half the victims who reported that they had not told an adult did not think that teachers would have been able to help. Conversely, approximately the same percentage of victims who reported that they had told an adult thought that teachers would have been able to help. These findings indicate that student beliefs about the ability of teachers to help are associated with the low extent of reporting cyberbullying to school staff. However, additional student comments also indicated that the level of help that teachers could have provided also depended on the individual circumstances.

School Policies and Intervention Programmes

Student involvement is an important component of cyberbullying intervention programmes. If schools give students some responsibility towards identifying workable solutions, and listen to their concerns, it is more likely that students will actively support the interventions. Findings from both the current and previous studies indicate the following aspects that schools may need to consider.

Student involvement. Results from the present study suggest that students believed they should be involved in dealing with the issue. In response to the question, "What do you think schools should do to help students deal with cyberbullying?" over half the participants selected options that involved student actions and responsibilities,

such as learning how to stay safe online and learning guidelines for responding to cyberbullying incidents. Cassidy, Jackson, and Brown (2009) examined the reasons that many students would not report cyberbullying to school personnel. They also found that the majority of participants believed it was the responsibility of students to find solutions to cyberbullying rather than the school.

Confidentiality. As previously discussed, a significant percentage of the cybervictims in the current study were reluctant to report cyberbullying due to issues of confidentiality. The large majority of students also indicated that this was a problem, and thought that schools should be providing a drop box so that students could report incidents anonymously. In addition, the majority of participants thought that teachers needed to maintain confidentiality when students reported incidents of bullying. Resolution of these two factors may be a crucial first step towards collaboration between students and school staff.

Bystanders. Because bystanders are often present during both traditional bullying and cyberbullying, peer group influence is important when considering interventions (Campbell, 2005; O'Connell et al., 1999). In line with findings by Li (2010) and Vandebosch and Van Cleemput (2009), almost one quarter of the participants in the current study reported that they had watched a friend cyberbully another person. Encouraging bystanders to intervene may be effective in reducing incidents of cyberbullying as it is consistent with student views that the solution lies with the students (Cassidy et al., 2009) along with the responsibility that this entails.

School response to cyberbullying. There was often a perceived view held by the majority of participants in the current study that an automatic response by parents and teachers was to punish the bully. However, the main problem with this response is

that because many students do not report cyberbullying, it is unlikely that the bully would be punished (Campbell, 2005). If a punitive approach is used, additional questions that would need to be addressed include: What actions can a school take if the cyberbully attends a different school than the victim? Should schools intervene when the cyberbullying occurs in the weekend or outside of school hours? Should schools confiscate a bully's mobile phone if the student's parents have given him/her the phone for safety reasons? Should a mobile phone be confiscated if the bully had used another person's phone to send offensive messages?

Under the New Zealand Bill of Rights Act 1990, schools can only search the belongings of a student or their person when there is a reasonable basis for doing so. In addition, guidelines provided by the Ministry of Education recommend that searching a student's belongings or person should only be made when the student has, or is believed to have, an item that poses an immediate and direct threat to their own or others' safety. However, an item can be confiscated when there is no risk to safety but when its possession is against school rules.

An alternative approach is to create a positive school culture that includes open discussion about bullying, such as through the use of restorative practices. This framework is recommended as part of the Ministry of Education (2007-2012) Statement of Intent towards achieving respectful schools, and is still a relatively new approach within New Zealand schools. This may be one reason why a larger percentage of students in the current study selected the more traditional option of disciplining the bully than holding a restorative meeting to resolve the issue.

Parental involvement. Less than half the students in the present study reported that schools should provide parents with information and support on how to deal with

cyberbullying. However, Stauffer, Heath, Coyne, and Ferrin (2012) found that teachers supported greater parental involvement because they considered that this was the most useful prevention strategy. Pearce, Cross, Monks, Waters, and Falconer (2011) also considered that building positive relationships between the school and home was an important aspect in helping to prevent an escalation of incidents. Schools may therefore need to provide parents with information about the importance of technology among adolescents and how to help them deal with cyberbullying.

Recommendations

Because cyberbullying is a relatively new phenomenon, research on effective cyberbullying interventions is sparse. However, strategies which reduce incidents of traditional bullying may also be effective for reducing incidents of cyberbullying (Pearce et al., 2011). The following recommendations incorporate the views of students who participated in this study, as well as findings from previous research and evaluations of programmes which have achieved successful outcomes in reducing traditional bullying.

School policies. Following an analysis of anti-bullying policies among New Zealand schools, Marsh, McGee, Hemphill, and Williams (2011) recommended that school policies should include:

- A separate, specific anti-bullying policy which identifies internet and mobile phone bullying.
- A clear definition of bullying, so that students and teachers know what is and what is not acceptable behaviour.
- Teacher and staff guidelines on how to respond to incidents of bullying, to provide support for the victim and bully, and to follow-up on incidents.

- Provision to review and update policies regularly.

Whole school approach. Based on a meta-analysis of international research which assessed the effectiveness of school-based interventions, Pearce et al. (2011) found that effective interventions needed the support of senior management as principal-led initiatives were more likely to foster greater commitment from teachers and staff. Providing and maintaining a safe school environment, such as encouraging open discussion and using restorative practices was also critical. In the current study, although disciplining the cyberbully was a more popular choice, just over half the students selected restorative practices as an approach teachers could take in response to cyberbullying.

In New Zealand, Adair et al. (2000) found that many students felt powerless to stop traditional bullying. To challenge this belief, schools need to implement clearly defined procedures which focus on the aggressor taking responsibility for his/her actions rather than focussing on the victim. Although disciplinary measures and positive behaviour support are both associated with reducing bullying, the latter may be more effective with cyberbullying as students are more likely to report incidents if they know they will not be punished by having their access to technology removed (Campbell, 2005).

According to Pearce et al. (2011), creating a partnership between the school, families and community recognises that bullying is a social problem and that responsibility for reducing bullying lies within the wider community. Strengthening relationships between the school and families is also important as bullying often starts at school and continues outside of school through electronic media. Parental inclusion and

involvement with anti-bullying programmes may help break this cycle and reduce the risk of escalation.

Classroom/curriculum prevention and intervention. According to Ang, Tan, and Talib Mansor (2011), evidence is emerging that normative beliefs about aggression are associated with traditional bullying and cyberbullying, across different cultures. Interventions that teach adolescents about the effects of all types of bullying may therefore modify beliefs about aggression. Mason (2008) suggested teaching adolescents the following strategies; skills such as empathy-training, perspective-taking, self regulation, and conflict resolution; appropriate online etiquette; guidelines for ignoring or responding to cyberbullying; and the importance of bystanders to speak out and/or report incidents.

Empathy-training may be particularly relevant to increase bystander intervention as research has shown that empathy may influence the decision whether to take part, to help the victim, or to ignore the bullying (Adair et al., 2000; Freis & Gurung, 2013; Rigby, 2008). Bystanders are also more likely to report incidents when there are a wide range of safe and effective guidelines available (Davis & Nixon, 2012).

Peer support. A meta-analysis conducted by Ttofi and Farrington (2011) indicated informal peer support may be more effective in reducing bullying than formal strategies such as peer mentoring or peer mediation. Several informal peer support strategies recommended by Davis and Nixon (2012) included encouraging students; to refuse to participate in bullying behaviour; to refuse to provide another person's password or being 'unable' to provide the information if this is the safer option; to provide support for the victim and encourage others to do the same; and being prepared to tell an adult about the bullying if the victim feels they are unable to do so.

Current study. Student responses in the current study also recommended that schools:

- Provide a drop box for students to report incidents anonymously.
- Regularly remind students about respectful online behaviours and the procedures that students should follow if they experience cyberbullying.
- Regularly remind students about the steps the school will take if a student is found to have cyberbullied another person(s).
- Ensure that complaints are treated seriously and in confidence.
- Ensure that the victim is not punished (e.g., by confiscating their mobile phone).

Limitations and Improvements

The study had several limitations. The participants were a convenience sample drawn from only three secondary schools. Due to the small number of participants and the under-representation of boys, the sample was not nationally representative. It was possible that the extent of reporting victimisation, to either friends and/or adults was inflated because of the large number of female participants. Participation was voluntary, and students were required to complete the survey in their own time. As a result, bias may have existed in the sample due to particular characteristics of the adolescents who had chosen to volunteer and complete the survey.

Another limitation was the use of self-reported data to identify cyberbullies and cybervictims. Although the survey was anonymous and was completed outside the school, incidents of cyberbullying may have been under-reported because of the tendency of individuals to provide socially acceptable information. Additionally, some students who had experienced cyberbullying, may have chosen not to participate.

The cover page of the survey provided a full definition of cyberbullying. Although repetition was included as a definition criterion (e.g., more than one incident), it was possible that a single incident was reported by some participants. Because it was not possible to determine whether a single bullying message had been viewed multiple times, students were identified as a cyberbully or cybervictim if they reported only one incident. Providing examples of repetitive cyberbullying behaviour immediately alongside the question on the number of times the student had been bullied/bullied others, would have reminded participants of the research-based definition and achieved greater accuracy.

Students were asked whether they thought their teachers would have been able to help someone who had been cyberbullied, and whether adults had known enough about technology to have helped cybervictims. The options included "no", "yes", "maybe", "don't know", as well as provision for additional comments. It was possible that because these were such broad questions, that approximately half the students had indicated "maybe" or "don't know". The data collected from these questions would have been more informative if the responses had been recorded along a Likert scale.

The survey was distributed among students only, and teachers were not included in the sample. Triangulation, collecting data from multiple sources so that the researcher may obtain a more in-depth understanding of the subject, is often used in research to further verify the facts (Bogdan & Biklen, 2007). Surveying the teachers would have provided some understanding of the problem from a different perspective, and may have better informed the recommendations made within this paper. One-on-one interviews with several selected students may also have provided additional perspectives and greater understanding of some of the issues that students face when dealing with cyberbullying.

Although the three schools had anti-bullying policies in place, there was considerable variation in their detail and breadth. The variance and subsequent impact that this may have had on the prevalence of cyberbullying within each school, was not analysed in this study.

Conclusion

This study contributes to the growing literature on cyberbullying. In support of international findings that cyberbullying is a problem for many adolescents, almost one quarter of the students in the current study reported that they had been cyberbullied at least once in the previous year.

During the previous decade, technological advances have lead to increasingly sophisticated forms of social media. As new forms of electronic communication become popular among adolescents, they also become the preferred media for cyberbullying others. Social network sites and mobile phones have become increasingly popular for communication among adolescents, and cybervictims reported that they were most often bullied via these media. As present and future generations of children grow up with electronic media, it is likely that cyberbullying will continue to be an issue among young people. Therefore, the issue becomes one of management, using effective intervention programmes which are supported by empirical evidence.

This study also extends understanding of the reasons that many students had decided not to tell an adult about being cyberbullied. The vast majority of students reported that they had told someone about being cyberbullied, however, they most often had confided in their peers rather than an adult. The most frequently reported reason that the cybervictims had not told an adult was the concern that an adult would be likely to over-react. Another frequently reported reason was the likelihood that the students' parents might have stopped them from using electronic communication devices. Parental over-reaction or punishing the victim by removing or restricting their access to technology are not only unlikely to resolve the issue but are also likely to discourage students from reporting victimisation.

It also appears that even though many students reported that the cyberbullying was not important enough to tell an adult about it, they also believed it likely that their parents would consider the bullying as more serious than warranted. This response may be another example of perceived parental over-reaction. Many cybervictims also worried that an adult might have told others about the cyberbullying without permission, which could lead to the cyberbully finding out. Because there is a significant overlap between traditional bullying and cyberbullying, this concern needs to be taken seriously by adults.

This study has also extended previous findings by examining the views of both the cybervictims and the non-involved students of the actions that their parents might have taken in response to cyberbullying. The majority of non-involved students believed that their parents would have helped them if they had told them that they had been cyberbullied. In comparison, less than half of the cybervictims, regardless of whether they had or had not told an adult, thought that their parents would have helped them. Adolescents who rate the quality of their relationship with their parents as poor are more likely to have some involvement in cyberbullying, either as a victim or a bully (Wang et al., 2009) and this may be one explanation for the reluctance of some adolescents to confide in their parents.

Adolescent perceptions that adults lacked technological knowledge may also have been one reason that victims tended to confide only in their peers. This perception may also partly explain the large minority of cybervictims who reported that they had not told an adult because they thought that their friends could help more. Adults may need to become better informed about technological advances to encourage adolescents to seek help and to be able to provide a range of possible strategies without resorting to unhelpful reactions such as restricting the use of technology.

This research also adds to the relatively sparse literature on effective cyberbullying interventions, by investigating student views about the ways in which schools could help to prevent and reduce cyberbullying. A large majority of the participants reported concerns about confidentiality and thought that schools should provide a drop-box so that students could report incidents anonymously. One of the main concerns was that if the cyberbully found out that the student had reported the harassment, the situation could become worse. In addition, students reported concerns about their peers finding out that they had informed on another student. Having procedures in place so that students are confident that their safety and privacy are protected are therefore likely to encourage students to take greater responsibility and involvement in reducing cyberbullying.

Areas for Future Research

Marsh et al. (2011) found that only 31% of the New Zealand schools in their study had specific anti-bullying policies and even fewer schools had working definitions of online and text bullying. New Zealand schools also rated poorly in identifying the support they would provide victims and bullies, and procedures teachers should follow in response to bullying. In the current study, all three schools had anti-bullying/harassment policies in place. However, there was variance in the detail and breadth of the procedures at two of the schools, while one school was still in the process of implementing anti-harassment procedures. Further research which investigated the extent of reporting victimisation among schools with specific and comprehensive anti-cyberbullying procedures and schools without such procedures, may help inform future intervention programmes.

The majority of students thought that their school should provide a drop-box so that bullying incidents could be reported anonymously. Many also suggested that teachers needed to respect confidentiality, and that all students should be informed about the procedures the school would take in response to cyberbullying. Future research which measured student views about the ability of their school to reduce cyberbullying before and after implementation of these actions, could provide data about their possible effectiveness.

Technology continues to be a popular and important aspect of modern life for many adolescents world-wide. The use of technology is only likely to expand so that exposure to cyberbullying will also continue to affect future generations. Although much of the cyberbullying may occur outside of the school, the effects are still carried into the school. Schools and the wider community need to recognise that the problem is

not going to go away and that incorporating specific policies and procedures is the first step towards addressing the issue.

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Appendix A: Cyberbullying Survey

Dear Students

Tena tatou katoa.

Cyberbullying is a new type of bullying and includes those experiences which have happened using mobile phones or the internet. Cyberbullying includes aggressive, mean, untrue, or embarrassing texts, messages, photos, or video clips that have been sent by a mobile phone or posted on the internet, without that person's permission. It can also include leaving someone out on purpose from an online group or pretending to be someone else to get another person into trouble. Cyberbullying occurs when the bullying happens more than once, for example sending a person two or more mean texts, or sending just one message or photo to other people on the internet so that more than one other person sees it.

On the following pages you will find a number of questions asking about your experiences with cyberbullying, who you may have told about it and your thoughts on how to stop or reduce incidents of cyberbullying.

Your participation in this research is totally voluntary and any information you provide will be treated as strictly confidential.

This survey is anonymous so no one will be able to identify you from what you have written down. The only information about you that I will be collecting is your sex, age, and ethnic/cultural heritage.

The completed survey will not be given to your teachers or parents and the information you write down **cannot** be traced back to you. Please describe your experiences without worrying about whether anyone else may not like or approve of your experiences or views.

Completion and return of this survey implies you give your consent to participate in this research.

You do not have to answer any questions you do not want to and you may pull out of the research at any time.

Thank you for your participation,

Gillian Harrison

Section 1

1. Are you male or female?

- ○ Male
- ○ Female

2. How old are you?

_____

3. How would you describe yourself?

- ○ Pakeha/European
- ○ Maori
- ○ Pacific Islander
- ○ Asian
- ○ Other

Section 2

The questions in this section look at how you use technology.

4. How important is the internet to you for talking/communicating with your friends?

- ○ I don't use the internet to talk/communicate with friends
- ○ Not that important
- ○ Quite important
- ○ Very important

5. Around how much time do you usually spend on the internet from Monday to Friday?

- ○ I don't use the internet Monday to Friday
- ○ Less than 1 hour a day
- ○ About 1 hour a day
- ○ About 2 hours a day
- ○ More than 2 hours a day

6. Around how much time do you usually spend on the internet in the weekend?

- ○ I don't use the internet in the weekend
- ○ Less than 1 hour a day
- ○ About 1 hour a day
- ○ About 2 hours a day
- ○ More than 2 hours a day

7. Where do you most often use the internet?

- ○ I don't use the internet
- ○ At school
- ○ At home
- ○ At a friend's house
- ○ Other _____

8. What do you use the internet for? *(tick all that apply)*

- ☐ I don't use the internet
- ☐ Talking/communicating with friends
- ☐ Homework or research
- ☐ Surfing, browsing, looking around the internet
- ☐ Playing games, music, or movies
- ☐ Other _____

9. How good are your computer skills?

- ○ Not as good as most students my age
- ○ About the same as most students my age
- ○ Better than most students my age
- ○ Not sure/Don't know

10. How often do your parents/caregivers supervise or check what you do online?

- ○ I don't use the internet
- ○ Never
- ○ Hardly ever
- ○ Sometimes
- ○ Often
- ○ Not sure/Don't know

11. How important is your mobile phone for talking to or keeping in touch with your friends?

- ○ I don't own or use a mobile phone
- ○ Not that important
- ○ Quite important
- ○ Very important

Section 3

In this section I am interested in your experiences of being cyberbullied. Please answer the following questions based on experiences that have happened this year.

12. Has a friend of yours been cyberbullied?

- ○ No
- ○ Yes
- ○ Not sure

13. Have you been cyberbullied?

- ○ No
- ○ Yes

If you answered No to Question 13, if you have not been cyberbullied, please go to Question 25.

14. How many times have you been cyberbullied?

- ○ Once
- ○ 2 -3 times
- ○ 4-5 times
- ○ More than 5 times

15. When have you most often received cyberbullying messages? *(tick all that apply)*

- ☐ Before school
- ☐ During school
- ☐ After school
- ☐ During the weekends
- ☐ During the holidays

16. What technology has been used to cyberbully you? *(tick all that apply)*

- ☐ Mobile phone
- ☐ Social networking sites, e.g. Facebook, MySpace, Twitter, Tumblr, YouTube
- ☐ Chat rooms
- ☐ Instant messaging
- ☐ Other _____

17. What kind of cyberbullying messages/images have you been sent? *(tick all that apply)*

- ☐ Angry, rude, or nasty messages
- ☐ Messages sent over a number of days or weeks that made me feel scared
- ☐ Gossip, lies, rumours, harmful or cruel messages about me that were sent to others
- ☐ Someone pretending to be me to get me into trouble
- ☐ Private messages/images sent to others without my permission
- ☐ Being left out of an online group on purpose
- ☐ Other *(please describe below)*

_____

18. Did you find out who was bullying you?

- ○ No
- ○ Yes

19. How did you find out?

- ○ N/A (this question does not apply to me)
- ○ They didn't hide who they were
- ○ I found their mobile phone number
- ○ I found their internet identity
- ○ Someone told me
- ○ Other *(please describe below)*

_____

20. What have you done when you saw the cyberbullying messages/images? *(tick all that apply)*

- ☐ Nothing
- ☐ Sent a bullying message back
- ☐ Told someone else
- ☐ Sent a message telling the person/s to stop the bullying
- ☐ Took safety measures, e.g. blocked their phone number, changed my password
- ☐ Other *(please describe below)*

_____

21. How has being cyberbullied made you feel? *(tick all that apply)*

- ☐ I felt angry
- ☐ I felt sad or upset
- ☐ I felt depressed
- ☐ I felt annoyed
- ☐ I felt embarrassed or ashamed
- ☐ I wanted to get even or get revenge
- ☐ I didn't want to go to school
- ☐ I felt sick
- ☐ I felt I couldn't trust anyone because I didn't know who the cyberbully was
- ☐ I just dealt with it
- ☐ I wasn't really bothered
- ☐ I wasn't affected at all
- ☐ Other *(please describe below)*

_____

22. Who have you told about being cyberbullied? *(tick all that apply)*

- ☐ No-one
- ☐ Friend/s
- ☐ Parent/s or caregiver/s
- ☐ Teacher/s
- ☐ Other (do not use names) _____

23. If you have told your friend/s about being cyberbullied but have not told an adult about it, why haven't you told an adult? *(tick all that apply)*

- ☐ N/A (this question does not apply to me)
- ☐ An adult wouldn't have been able to help me
- ☐ I didn't think telling an adult would stop the cyberbullying
- ☐ I didn't want any adults to know I have been cyberbullied
- ☐ An adult might not have believed me
- ☐ An adult might have over-reacted
- ☐ An adult might have told others about the cyberbullying without my permission
- ☐ If my parents/caregivers found out they might have stopped me using my mobile phone or the internet
- ☐ I might have got into trouble myself because it was also my fault
- ☐ The cyberbully might have found out and made things worse
- ☐ I was too embarrassed to tell an adult
- ☐ I was too frightened to tell an adult
- ☐ I thought my friends would be able to help me more than an adult
- ☐ You just don't tell an adult about these kinds of problems
- ☐ It wasn't important enough to tell an adult about it
- ☐ I didn't want to get the other person into trouble
- ☐ Other (*please describe below*)

_____

24. If you have told no-one about being cyberbullied what were your reasons for this? *(tick all that apply)*

- ☐ N/A (this question does not apply to me)
- ☐ I didn't know who to go to for help
- ☐ No-one would have been able to help me
- ☐ I didn't think telling anyone would stop the cyberbullying
- ☐ I didn't want anyone to know I have been cyberbullied
- ☐ No-one would have believed me
- ☐ They might have told others about the cyberbullying without my permission
- ☐ If my parents/caregivers found out they might have stopped me using my mobile phone or the internet

- ☐ I might have got into trouble myself because it was also my fault
- ☐ The cyberbully might have found out and made things worse
- ☐ I was worried other students might make fun of me
- ☐ I was too embarrassed to tell anyone
- ☐ I was too frightened to tell anyone
- ☐ I thought I could deal with the problem by myself
- ☐ I just didn't want to talk about it
- ☐ It wasn't important enough to tell anyone about it
- ☐ I didn't want to get the other person into trouble
- ☐ Other *(please describe below)*

_____

Section 4

In this section I am interested in your experiences of cyberbullying another person/s. Please answer the following questions based on experiences that have happened this year.

25. Have you watched or seen a friend/s cyberbullying another person/s?

- ○ No
- ○ Yes

26. Have you cyberbullied another person/s?

- ○ No
- ○ Yes

If you answered No to Question 26, if you have not cyberbullied someone, please go to Question 40.

27. How many times have you cyberbullied another person/s?

- ○ Once
- ○ 2 -3 times
- ○ 4-5 times
- ○ More than 5 times

28. Did you want to hurt or harm the other person/s?

- ○ No
- ○ Yes

29. Have you usually sent bullying messages/images while you were alone, or while you were with friends?

- ○ On my own
- ○ With one or more friends

30. When have you most often sent the messages/images? *(tick all that apply)*

- ☐ Before school
- ☐ During school
- ☐ After school
- ☐ Weekends
- ☐ During the holidays

31. What technology have you most often used to cyberbully another person/s? *(tick all that apply)*

- ☐ Mobile phone
- ☐ Social networking sites e.g. Facebook, MySpace, Twitter, Tumblr, YouTube
- ☐ Chat rooms
- ☐ Instant messaging
- ☐ Other (*please describe)* _____

32. What kind of messages/images have you sent? *(tick all that apply)*

- ☐ Angry, rude, or nasty messages
- ☐ Messages sent over a number of days or weeks that were meant to scare the other person/s
- ☐ Gossip, lies, rumours, harmful or cruel messages about the other person/s
- ☐ Pretending to be the other person to get him/her into trouble
- ☐ Private messages/images sent to others without that person's permission
- ☐ Left out or ignored a person/s from an online group on purpose
- ☐ Other *(please describe below)*

_____

33. Have you usually tried to hide your identity so the other person/s wouldn't know who had sent the messages?

- ○ No
- ○ Yes

34. Did the other person/s find out that you had cyberbullied them?

- ○ No
- ○ Yes
- ○ Don't know

35. If the other person/s found out you had cyberbullied them, how did they find out?

- ○ N/A (this question does not apply to me)
- ○ I didn't hide my identity
- ○ They traced my mobile phone number
- ○ They traced my identity on the internet
- ○ Someone told the other person/s
- ○ Don't know
- ○ Other *(please describe below)*

_____

36. What have the other person/s done after you cyberbullied them? *(tick all that apply)*

- ☐ Didn't do anything
- ☐ Sent a bullying message back
- ☐ Told someone about it
- ☐ Sent a message back telling me to stop the bullying
- ☐ Took safety measures, e.g. blocked their phone number, changed their internet password
- ☐ Don't know
- ☐ Other (*please describe below*)

_____

37. What did you do next?

- ○ Didn't send any more bullying messages
- ○ Sent another/more bullying messages
- ○ Other (*please describe below*)

_____

38. What were your reasons for cyberbullying? *(tick all that apply)*

- ☐ I was bored
- ☐ For fun or as a joke
- ☐ To hurt the other person/s
- ☐ The other person/s had bullied me or a friend of mine
- ☐ To get revenge for something the other person/s had done
- ☐ The person/s looks, sounds, or acts different from other students
- ☐ I just don't like him/her
- ☐ Other *(please write the reason below)*

_____

39. Who have you told about cyberbullying another person/s? *(tick all that apply)*

- ☐ No-one
- ☐ Friend/s
- ☐ Parent/s or caregiver/s
- ☐ Teacher/s
- ☐ Other (do not use names) _____

Section 5

In this final section I am interested in your views on how to stop or reduce cyberbullying.

40. Do you think most of your teachers or school staff would be able to help someone who has been cyberbullied?

- ○ No
- ○ Yes
- ○ Maybe
- ○ Don't know

Comment: _____

_____

41. Do you think your teachers and/or parents know enough about technology to help someone who has been cyberbullied?

- ○ No
- ○ Yes
- ○ Maybe
- ○ Don't know

Comment: _____

_____

42. What do you think your parents/caregivers would do if you told them you had been cyberbullied? *(tick all that apply)*

- ☐ Nothing
- ☐ Stop me using my mobile phone and/or the internet
- ☐ Monitor or control what I do on the internet or mobile phone
- ☐ Try to help me
- ☐ Cyberbully the other person/s back
- ☐ Send a message telling the person/s to stop the bullying
- ☐ Try to find out who the cyberbully was
- ☐ Talk to the cyberbully's parents/caregivers
- ☐ Talk to the principal or school staff about it
- ☐ Demand that the school disciplines the cyberbully
- ☐ Other *(please describe below)*

_____

_____

43. What do you think teachers should do if a student tells them they have been cyberbullied? *(tick all that apply)*

- ☐ Let the student know that their conversation will stay private
- ☐ Give the student information about free help-lines
- ☐ Ask the student what the teachers can do to make him/her feel safe at school
- ☐ Give the student information on how to be safe online
- ☐ Give the student's parents/caregivers information on how to be safe online
- ☐ Give the student's parents/caregivers information about local help they can get

- ☐ Try to find out who had done the cyberbullying
- ☐ Talk to the cyberbully about the bullying and why they did it
- ☐ Talk to the cyberbully's parents/caregivers
- ☐ Arrange a restorative meeting between the students to try and solve the problem
- ☐ Offer counselling for the student who had been cyberbullied
- ☐ Offer counselling for the cyberbully
- ☐ Discipline the cyberbully
- ☐ Other *(please describe below)*

_____

_____

44. What do you think schools should do to help students deal with cyberbullying? *(tick all that apply)*

- ☐ Give out pamphlets about how to stay safe online
- ☐ Teach students how to stay safe online
- ☐ Teach students how behave online
- ☐ Train a group of senior students so they can teach younger students about online safety
- ☐ Make all students know what actions the school will take against those students who cyberbully
- ☐ Teach students guidelines so they know what they should do if they have been cyberbullied
- ☐ Have better monitoring of the internet at school
- ☐ Give teachers more training/information on how to deal with cyberbullying
- ☐ Give parents/caregivers information and support on how to deal with cyberbullying
- ☐ Organise a cyberbullying information night for parents/caregivers
- ☐ Choose a group of teachers who students can talk to about cyberbullying
- ☐ Choose a group of senior students who students can talk to about cyberbullying
- ☐ Provide a drop-box so students can report incidents without having to give their names
- ☐ Promise that if students give teachers information about cyberbullying they won't be named

- ☐ Provide counselling for students who have been cyberbullied
- ☐ Provide counselling for students who have cyberbullied others
- ☐ Make the school a safer place
- ☐ Establish a student court so students can deal with bullying
- ☐ Other *(please describe below)*

_____

_____

45. Please write down any other comments you would like to make about cyberbullying:

_____

_____

_____

_____

Information Sheet - Please Take With You

If you find the questions remind you of experiences you find very upsetting to remember, or write about, and you feel you may need someone to talk to about your experiences, or if you want more information about what you can do to protect yourself from cyberbullying, the following free hotlines and websites may be useful:

0800 kidsline (0800 54 37 54)

www.kidsline.org.nz

Youthline: 0800 37 66 33 or free text 234

www.youthline.co.nz

0508 netsafe (0508 638 723)

www.netsafe.org.nz

0800 whatsup (0800 942 8787)

www.whatsup.co.nz

Your school counsellor [name] will also be able to provide you with support.

Appendix B: Ethics Approval

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

27 August 2012

Gillian Harrison
19 Aria View
Bethlehem
TAURANGA 3110

Dear Gillian

Re: HEC: Southern B Application – 12/37
Cyberbullying: Its nature and content, who adolescents are likely to tell about it, and how incidents may be prevented or reduced

Thank you for your letter received 17 August 2012.

On behalf of the Massey University Human Ethics Committee: Southern B I am pleased to advise you that the ethics of your application are now approved. Approval is for three years. If this project has not been completed within three years from the date of this letter, reapproval must be requested.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

Yours sincerely

Dr Nathan Matthews, Chair
Massey University Human Ethics Committee: Southern B

cc Dr Jane Prochnow
School of Educational Studies
PN900

Prof Howard Lee, HoS
School of Educational Studies
PN900

Appendix C: Letter of Invitation and Research Outline to Principals

12 September 2012

Dear [name]

The purpose of this letter is to ask your permission to conduct research about cyberbullying within this school. The research aims to examine the nature and content of cyberbullying, who students may tell about cyberbullying, and students' views on how cyberbullying could be prevented or reduced. This research is a requirement for completing my Master in Educational Psychology degree at Massey University.

Bullying is an on-going problem for all schools. Cyberbullying has been defined as aggressive, intentional acts using electronic media, repeatedly and over time against a victim who cannot easily defend himself or herself. Cyberbullying is proving to be an on-going problem due to the fast rate of technological advances and the essential nature of the personal electronic media to the vast majority of adolescents.

Field work for the MEdPsych degree is conducted in consultation with parents/caregivers, teachers, and principals. The research will be consistent with both the Code of Ethics for Psychologists working in Aotearoa/New Zealand (2002) and Massey University Human Ethics Committee guidelines. Permission from the principal, parents/caregivers, and participating students is required before the research can be undertaken.

If permission is granted, I would like to invite students to participate in an anonymous survey in their own time which will take approximately 15-20 minutes to complete. The survey will be available in paper form or if the student prefers, it may be completed online.

The expected procedures I will undertake are as follows:

1. Place a brief notice of the proposed research in the school's online and paper format newsletter.

2. Attach the parent information sheet to the school's online newsletter. Attach a copy of the parent information sheet to each of the school's paper newsletters provided for those parents who do not receive the newsletter online.

3. Provide an information sheet about cyberbullying and the purpose of this research for classroom display.

4. Provide copies of the student information sheet and the survey for students to collect from the school's reception. Alternatively, students will have the option to complete the survey online. Students will be required to complete the survey in their own time.

5. Provide a sealed box at the school's reception for the collection of completed paper surveys.

6. Request access to the school counsellor for those students who may feel the need to talk to an adult about their experiences with cyberbullying and/or to request help in completing the survey.

7. Provide the school with a summary of the results and an outline of effective, evidence-based prevention and intervention programmes once the research paper has been completed and graded. Provide parents and students with a summary of the results, which will be available for collection from the school office. The school will also be given the option of the researcher giving a staff presentation at a later date.

I hope that this research will add to the existing research base about adolescents' experiences and views of cyberbullying, so that school-based prevention policies and interventions may be better informed and provide the type of help adolescents are likely to seek.

All information gathered will be treated as strictly confidential. The findings will be presented in the researcher's thesis and may also be considered for presentation at research conferences and in publications.

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 12/37. If you have any concerns about the conduct of this research, please contact Dr Nathan Matthews, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 350 5799 x 8717, email humanethicsouthb@massey.ac.nz.

If you have any questions about the project please contact either myself and/or my supervisor. If you agree to this request please sign the attached consent form and return it to me. Thank you for considering this request.

Gillian Harrison

Email: gm.hrrsn@yahoo.co.nz

Telephone: 579 1175, or 021 137 9212

Chief Supervisor: Dr Jane Prochnow

Email: J.E.Prochnow@massey.ac.nz

Telephone: 06 356 9099

Appendix D: Principal Consent Form

I have been given information about the cyberbullying research project and am satisfied that I understand the requirements and processes involved in this project. I have had the opportunity to ask questions and receive answers to these. I understand that I may, at any time withdraw access to school staff and students.

I agree that Gillian Harrison is able to conduct her research project in relation to cyberbullying at [name of school].

Signature	
Print Name	
Contact telephone number	
Date	

Thank you for considering this request. All information gathered will be treated as strictly confidential. The findings will be presented in the researcher's thesis and may also be considered for presentation at research conferences and in publications.

Appendix E: School Newsletter Notice

Cyberbullying Research

Students are being invited to participate in an anonymous survey about cyberbullying. This project has been reviewed and approved by the Massey University Human Ethics Committee and is a requirement for a student to complete her Master in Educational Psychology degree. Results from the survey will inform the school on prevalence rates, the nature and content of bullying messages, and student recommendations for preventing and reducing cyberbullying. Further information about the project is attached to this newsletter.

Students who consent to participate and whose parents are not opposed to their responding to the survey, will need to complete the survey in their own time. Copies of the student information sheet and the survey are available for collection from the school's reception, alternatively the survey may be completed online. The survey should take approximately 15 minutes to complete. The survey needs to be completed online or returned by [date].

Participation is entirely voluntary.

The survey is anonymous so that students will not be able to be identified by anyone. The school's identity will also be changed in the report so that it cannot be identified.

Appendix F: Information Sheet for Parents/Caregivers

Cyberbullying Research Project

Hi, my name is Gillian Harrison and I am conducting research into the nature and content of cyberbullying, who students may tell about incidents of cyberbullying, and students' views on how cyberbullying could be prevented or reduced. This research is a requirement for completing my Master in Educational Psychology degree at Massey University.

Cyberbullying, though similar to traditional bullying, only includes those incidents which occur using mobile phones or the internet. Cyberbullying can be described as aggressive, intentional acts using electronic devices, repeatedly and over time against a victim who cannot easily defend himself or herself.

I would like to invite students to participate in an anonymous survey which will ask them about their views and thoughts on cyberbullying. Copies of the student information sheet and the survey are available for collection from the school's reception desk. A sealed box has been placed at reception for the collection of completed surveys. Alternatively, students can complete the survey online by typing https://www.surveymonkey.com/s/cyberbullyingNZ directly into their web browser. The survey should take approximately 15-20 minutes to complete and will need to be completed in your child's own time. The survey needs to be completed online or returned by [date].

All information gathered will be treated as strictly confidential and the school's identity will be changed in the written report to preserve confidentiality. The survey is anonymous so that students will not be able to be identified.

The findings will be presented in my thesis and may also be considered for presentation at research conferences and in publications. A summary of the findings will also be provided for each school. Parents and students will be notified through the school newsletter that a summary may be collected from the school office.

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 12/37. If you have any concerns about the conduct of this research, please contact Dr Nathan Matthews, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 350 5799 x 8717, email humanethicsouthb@massey.ac.nz.

Thank you for considering this request. If you have any questions, you are welcome to contact me:

Gillian Harrison

gm.hrrsn@yahoo.co.nz

Appendix G: Information Sheet for Classroom Display

Cyberbullying Research Project

Hi, my name is Gillian Harrison and I am conducting research into the nature and content of cyberbullying, who students may tell about incidents of cyberbullying, and students' views on how cyberbullying could be prevented or reduced. This research is a requirement for completing my Master in Educational Psychology degree at Massey University.

What is Cyberbullying?

Cyberbullying, though similar to traditional bullying, only includes those incidents which have happened using mobile phones or the internet. Cyberbullying includes aggressive, mean, untrue, or embarrassing texts, messages, photos, or video clips that have been sent by a mobile phone or posted on the internet, without that person's permission. It can also include leaving someone out on purpose from an online group or pretending to be someone else to get another person into trouble. Cyberbullying occurs when the bullying happens more than once, for example sending a person two or more mean texts, or sending just one message or photo to other people on the internet so that more than one other person sees it.

Purpose of the Research

The purpose of this research is to increase our knowledge about cyberbullying which is becoming increasingly common. I am hoping that my research will help schools prevent and-reduce incidents of cyberbullying.

Student Involvement

I would like to invite students to participate in an anonymous survey about cyberbullying. Copies of the student information sheet and the survey can be picked up from the school's reception. A sealed box has been placed at reception for the collection of completed surveys. If you prefer, the survey can be completed online by entering https://www.surveymonkey.com/s/cyberbullyingNZ directly into your web browser. The survey will need to be completed in your own time and should take about 15-20 minutes to complete. The survey needs to be completed online or returned by [date].

The findings will be presented in my thesis and may also be considered for presentation at research conferences and in publications. The school will be provided with a summary of the findings and parents and students will also be able to collect a summary from the school office.

Student Rights

All information gathered will be treated as strictly confidential. The survey is anonymous so that students will not be able to be identified. Participation is voluntary, students do not have to answer any question they do not want to and can stop participating at any time.

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 12/37. If you have any concerns about the conduct of this research, please contact Dr Nathan Matthews, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 350 5799 x 8717, email humanethicsouthb@massey.ac.nz.

Appendix H: Information Sheet for Students

Cyberbullying Research Project

Hi, my name is Gillian Harrison and I am conducting research into the nature and content of cyberbullying, who students may tell about incidents of cyberbullying, and students' views on how cyberbullying could be reduced or prevented. The purpose of this research is to increase our knowledge about cyberbullying which will help schools and students better deal with cyberbullying. This research is a requirement for completing my Master in Educational Psychology degree at Massey University.

What is Cyberbullying?

Cyberbullying is a new type of bullying and includes those experiences which have happened using mobile phones or the internet. Cyberbullying includes aggressive, mean, untrue, or embarrassing texts, messages, photos, or video clips that have been sent by a mobile phone or posted on the internet, without that person's permission. It can also include leaving someone out on purpose from an online group or pretending to be someone else to get another person into trouble. Cyberbullying occurs when the bullying happens more than once, for example sending a person two or more mean texts, or sending just one message or photo to other people on the internet so that more than one other person sees it.

Student Involvement

I would like to invite students to participate in an anonymous survey about cyberbullying. A copy of the survey can be picked up from the school's reception desk. A sealed box has been placed at reception for the collection of completed surveys. If you prefer, the survey may be completed online by typing https://www.surveymonkey.com/s/cyberbullyingNZ directly into your web browser. The survey will need to be completed in your own time, and it should take about 15-20 minutes to complete. The survey needs to be completed online or returned by [date].

The findings will be presented in my thesis and may also be considered for presentation at research conferences and in publications. The school will be provided with a summary of the findings and parents and students will also be able to collect a summary from the school office.

Student Rights

All information gathered will be treated as strictly confidential. The survey is anonymous so that students will not be able to be identified. Participation is voluntary, students do not have to answer any question they do not want to and can stop participating at any time.

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 12/37. If you have any concerns about the conduct of this research, please contact Dr Nathan Matthews, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 350 5799 x 8717, email humanethicsouthb@massey.ac.nz.

Appendix I: School A - Anti-Bullying Policy and Procedures

BOARD OF TRUSTEES POLICY MANUAL

ANTI-BULLYING (3.8)

Rationale

Every member of the _____ College community has a right to feel welcome, safe, secure, and valued.

There is no place for dominant and bullying behaviour. Government regulations and the law specifically direct schools to "provide a safe physical and emotional environment."

All members of the school community will struggle to develop in an environment where bullying behaviour exists. It is the responsibility of all but particularly management and teachers to create and maintain a safe school environment.

Policy Statement

Bullying behaviour in any form will not be tolerated at _____ College.

Guidelines

The principal shall;

1. establish a culture in the school where bullying will not be tolerated
2. ensure that all staff are familiar with all anti-bullying procedures and apply them consistently
3. make all efforts to educate and rehabilitate those who behave in bullying ways

GUIDELINES

1. Any behaviour which uses "power over" another person to make them feel unsafe and/or threatened will not be tolerated at _____ College.

2. It is important to create a culture where there is peer pressure against all forms of behaviour that lead to people feeling unsafe.

"Most pupils (80%) are not actively involved in bullying. They neither bully nor are victims. They know it is wrong but unless they are asked for help, or are made to feel they have a responsibility or duty to act, they will silently collude with the abuse." Cleary

To this end, staff must encourage an **"it's OK to tell"** culture.

3. All staff, parents/caregivers and other adult members of the _____ College community are expected to model bully free behaviour at all times.

4. All staff need to accept that their classroom must be a safe, supportive environment where bad behaviour is not tolerated and bullying behaviour is recognised, publicly condemned and dealt with (See Staff Procedures and Information In Support of Anti-Bullying).

5. The physical environment of the college needs to reinforce the message of this being a "safe and friendly school". Students, staff and parents will be informed about who to approach if anyone feels unsafe.

6. In Years 0-9 specific teaching should take place developing the students understanding of, and participation in, a "Bully Free" school. This must involve teaching on the abusive uses of cyberspace.

7. Incidents of reported "bullying" behaviour will be dealt in line with the respective behaviour management procedures of the Primary and Secondary schools.

8. Parents need to be informed and involved in the process of dealing with bullying incidents. Serious bullying incidents may lead to parents initiating Police or other agency involvement.

9. Emphasis must be on changing the behaviour of the bullying student(s) while providing support for the student(s) who have been harassed.

ADDENDUM

Further Staff Procedures and Information in Support of Anti–Bullying Policy

The Need for an Anti-Bullying Policy

Bullying can be found in every school in the country. It is all too often part of the way young people interact in our society. **Every school** must recognize its extent and impact and take steps to stop it happening. When bullying is ignored or downplayed, pupils will suffer ongoing torment and harassment. It can cause life long damage to victims. Both bullies and those regularly victimized are more likely to become criminals. A school's failure to deal with bullying endangers the safety of all its pupils by allowing a hostile environment to interfere with learning. **There is clear, unambiguous evidence that school action can dramatically reduce the incidence of bullying.**

Aims/Objectives of the Policy

1. To raise awareness of bullying as a form of unacceptable behaviour with school management, teachers, pupils, parents/guardians.
2. To build and a create school ethos which encourages children to disclose and discuss incidences of bullying behaviour.
3. To develop procedures for noting and reporting incidents of bullying behaviour.
4. To minimise and if possible to eradicate instances of all types of bullying.
5. To ensure that all staff are aware of this policy and fulfill their obligations in relation to it.
6. To create a whole of school culture against Peer Pressure behaviour that lead people to feeling unsafe.
7. To be proactive in the prevention of bullying through education and identification of this behaviour.
8. To make pupils, parents/carers and staff aware of what steps to take when an incident of bullying has occurred.
9. To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to support them and to keep them safe.

Definition of Bullying

Bullying can be generally defined as the deliberate and repeated use of aggression, intimidation and or cruelty, direct or indirectly, with the deliberate intent of hurting another person verbally, physically or emotionally. Bullying carries the ramification of causing pain and stress to the victim. Bullying is never justified and is not excusable as "kids being kids," "just teasing" or any other rationalization. The victim is never "responsible" for being a target of bullying.

Specific types of bullying may include, but are not limited to:

- **EMOTIONAL:** Being deliberately unkind, shunning, excluding, or tormenting.
  Examples: Forcing another student to be "left out" of a game or activity, passing notes making fun of a victim, or making threatening faces or gestures

- **HOMOPHOBIC:** Any harmful speech or conduct focusing on the issue of a victim's alleged or actual sexual orientation.
  Examples: May include calling students names such as "faggot" or "dyke".

- **PHYSICAL:** Pushing, kicking, hitting, tripping, punching or using any other sort of violence against a victim
  Examples: Shoving a victim into lockers while changing classes in the hallway, throwing bottles or other objects at a victim

- **RACIST/INTOLERANT**: Taunts, slurs and/or physical threats directed around a victim's race, religion or ethnicity.
  Examples: Spreading graffiti with racial slurs, making unkind remarks about a student's religious practice.

- **SEXUAL**: Initiating and/or executing unwanted physical contact, making sexually threatening and/or abusive comments.
  Examples: Grabbing a victim's body, using derogatory labels "slut"

- **VERBAL**: Name-calling, malicious gossip , spreading rumour ridiculing, using words to attack, threaten , intimidate or insult , writing abusive or oppressive graffiti.
  Examples: Spreading rumours, making fun of a student's appearance, mannerisms or intelligence

- **DAMAGE TO PROPERTY OR THEFT**. Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

- **CYBERABUSE**: Using cyber technology to abuse or intimidate.

Please note that an instance of bullying may fall into more than one "category" listed above.

Bullies

- Are often attention seekers.
- Will establish their power base by testing the response of the less powerful members of the group, watching how they react when small things happen.
- Find out how the teacher reacts to minor transgressions of the rules and wait to see if the 'victim' will complain. It is important that teachers are vigilant and consistent.
- Bully because they believe they are popular and have the support of the others.
- Keep bullying because they incorrectly think the behaviour is exciting and makes them popular.
- If there are no consequences to the bad behaviour; if the victim does not complain and if the peer group silently or even actively colludes, the bully will continue with the behaviour.

Victims

- Often have poor social skills.
- Lack the confidence to seek help.
- Don't have the support of the teacher or classmates who find them unappealing.
- Blame themselves and believe it is their own fault.
- Are desperate to 'fit in'.
- View is very often reinforced by the attitude of adults in their lives.
- It is highly unlikely that they will seek help.

"Every pupil has the right to a safe school and the responsibility to stop bullying"

Cleary

Making schools bully free … Taking Immediate Action

Dealing with a bullying incident (Consult Policy 3.8 Anti-Bullying)

During the process these are some suggestions that may help:

- Express relief that the bullying is now out in the open and can be dealt with.

Useful Positive Phrases to use with victim:

- "I'm glad you came to tell me, now we can sort it out."
- "Let's see how we can stop this."
- Avoid focusing on the shortcomings of the bullying victim.

Useful Phrases to use with victim:

- "S/he is being a bully and that's not good for him/her."
- "That's bullying and we don't accept that at _____ College."
- "That is bullying and we'll have to find out what's his/her problem and sort it out."

- Concentrate on where the immediate problem is – the behaviour of the bullying.

Useful Phrases to use with victim:

- "Describe carefully what has been happening and when and where."
- "Describe carefully the first time it happened."
- "Describe carefully the last time it happened."

- The aim of any intervention must be to **stop the immediate abuse**.

Useful Phrases to use with victim:

- "The bullying must stop now and I'll make sure that it does."
- "You don't have to put up with the bullying anymore, I'll stop it."
- "Bullying is not acceptable and it will stop now because we'll sort it out."

- Ensure that the bully changes his or her behaviour.

Useful Phrases to use with bullies:

- "You are bullying and that's not how we do things at _____ College."
- "We are not discussing [the victim's] behaviour; we are discussing your bullying."
- "It is your bullying that is a problem we have to decide how you will stop."
- "We have to come to a decision on your part not to bully anymore."

- Make the peer group aware and ask **them to help the victim.**

Useful Phrases to use with peers:

- "Bullying is not how we behave at _____ College. How can we help stop the bullying?"
- "Who can we go to if we see bullying?"

- Provide support for the victim.
- Ensure the victim has access to a bully free environment at all times.
- Use reliable peers, teacher aids, senior volunteers and others as supporters.
- Spend time with the isolated pupil. This can only be a short-term measure, as most victims of bullying want to be with their peer group.

Phrases to avoid using with a victim:

- "Don't be a wimp."
- "Oh yes, but it's only fun…"
- "Don't take it too seriously, they're only playing."
- "Oh it's not that big a thing really."
- "Life's like that, you have to learn to cope with it."
- "I'm sure that you can sort it out."
- "You have to avoid the person…"
- "Keep out of so and so's way for awhile."
- "Can you change what you do?"
- "It's not a problem really."
- "But you behave like a victim."
- "You must be more assertive."
- "You keep coming to me with these little things."
- "Get over it!"

Phrases to avoid using with the bully:

- "You are a bully…"
- "Just avoid so and so…"
- "Tone it down a bit."
- "What is so and so doing to make you bully them?"

Curriculum Action

All pupils in the school will need to have their awareness raised in a variety of ways.

Please include references to bullying in your teaching, eg:

- Formalised within the curriculum, i.e. taught as part of health/social studies.

- Part of K Group work.

The goal is for students to realise and accept that:

STOPPING BULLYING IS EVERYONE'S RESPONSIBILITY

Some ideas for themes that would help:

- What is bullying?
- Why do people bully?
- Links with others abuse activities.
- Bullying can be stopped!
- Sharing the problem; telling friends, parents and teachers is an essential step.
- Everyone needs to share responsibility to help stop bullying behaviour.
- The problem is the bullying behaviour, not the victim.

These messages must be reinforced in school wide forums such as assemblies and newsletters. They must have the active and visible support of all staff.

Classrooms must always be safe places:

- ✓ Free from ridicule, harassment and isolation.
- ✓ Where possessions are not stolen or 'borrowed' by others.
- ✓ Where learning takes place in a supportive environment.

Teachers need to be aware of behaviours that are forms of bullying

These are some examples of behaviour to avoid as a teacher:

1. Using sarcasm, insulting or demeaning forms of language, making negative comments about a pupil's appearance or background.

2. Humiliating directly or indirectly a student who is particularly academically weak, outstanding or vulnerable.

3. Using any gesture or expression of a threatening or intimidatory nature, or any form of degrading physical contact or exercise.

4. Racist or Sexist language or behaviour.

5. Not showing favouritisms to certain students, and administering unjust punishment to less favoured students.

Positive examples by teachers contribute to a bully free school

Here are some examples of actions for teachers that help:

1. Show by example that they are committed to stopping bullying in the school by ensuring that their classroom is a safe, supportive environment where bad behaviour (bullying) is not tolerated.
2. Learn to recognise bullying behaviour.
3. Create an atmosphere of trust and respect where students feel their concerns are taken seriously.
4. Encourage students to report acts of 'bullying". Create an **"It's OK to Tell"** culture.
5. Listen to complaints and concerns about bullying and take appropriate action in line with _____ College behaviour management procedures.
6. Inform and involve parents when bullying incidents have been reported and what action that is being taken. Arrange meetings if necessary.
7. Follow up incidents with reports and make other staff aware of what is happening.
8. Implement a program of education of bullying and what students should do.
9. Know when and where most bullying is likely to take place

Appendix J: School B - Harassment Prevention and Network Safety Policies

_____ College

Harassment Prevention In The School Environment

Rationale:

_____ College is committed to ensuring that all members of the school community are treated fairly and with dignity and respect. In particular, _____ College aims to ensure that its work and learning environment is free from harassment. This policy covers all forms of harassment, eg. sexual, racial or cultural harassment and bullying.

Guidelines:

1 _____ College is committed to implementing a programme and procedures which will:

- ensure that staff and students have a detailed understanding of what harassment is
- ensure that staff and students know their rights and responsibilities
- treat any complaints sensitively and seriously and with discretion.
- provide an effective procedure for complaints based on the principles of natural justice and in accordance with current legal requirements.
- protect complainants from victimisation.

2 An Harassment Prevention Programme will be developed, co-ordinated and progress monitored.

3 As an employee of _____ College any staff member found to have harassed another staff member or a student of _____ College will be liable for disciplinary action under the terms of the collective contracts for teachers and ancillary staff.

* Note also the provisions of the policy on “Sexual or Physical Abuse”.

Outcomes:

1 Staff involved in harassing other staff or students are disciplined by a process that is within the provisions of the Collective Contract.
2 A programme of education on the meaning of Harassment is in place.
3 All staff and students are aware of their rights and responsibilities.
4 An effective complaints procedure is in place and adhered to.
5 Discretion is maintained during the complaint process.
6 The HOD Guidance Counsellor acts as co-ordinator to develop, co-ordinate and monitor progress of the Harassment Prevention Programme.

Date of Next Review June 2014

_____ College

Student Management
Network Safety Policy - Students

Rationale:

It is the policy of _____ College that the intranet and internet networks are to be used to enhance teaching and learning and to ensure the safety of students in the use of the intranet and internet at _____ College.

Guidelines for Students:

To use school computers with internet access.

1 Students must have completed and returned the "Internet User Agreement & Parent Permission Form" and not be a banned user.

2 The search subject must have an approved educational goal and be linked to part of your current studies.

3 Any _____ College student's e-mail may be checked by a staff member.

4 Random checks of a computer's internet history files will be made.

5 Serious abuse of the network by a student be immediately reported to a Deputy Principal e.g. cyber bullying, downloading inappropriate material.

6 If a student suffers a ban as a consequence of improper use of the network, he/she needs to be aware that is may disqualify him/her from any school course involving computer use.

Students may lose all internet access across **all** their subjects plus have other disciplinary action taken if they commit any of these actions:

- Download or cause to be downloaded offensive messages, graphics, pictures, or obscene language.
- Wilfully use e-mail to send harmful or offensive messages
- Damage computers intentionally, computer systems or computer networks
- Use or possess any network management or security software.
- Trespass in staff or student files.
- Wilfully use or be found in possession of computer viruses.
- Violate NZ law or regulations including copyright laws.
- Use the network for commercial purposes or in any manner that brings discredit upon the College.

Appendix K: School C - Discipline Policy and Goals

Policy

Discipline

The school discipline policy aims to create desirable behaviour so that teaching and learning can take place and normal relationships between individuals are maintained.

1. To provide a school climate that is positive, supportive and safe.
2. To allow learning to take place with a minimum of disruption.
3. To develop in students a sense of responsibility and qualities of self discipline that will enable them to act independently and be accountable for their own actions.
4. To promote and support the well being of everybody in the school community.
5. To establish effective and early communication with the home.
6. To provide guidelines to staff and students as to the procedures to be adopted when disciplinary action is needed.
7. To assist students to become outward looking, with a respect for the rights of others based on feelings of tolerance, sympathy and concern.
8. To provide opportunities for student leadership, peer support and participation in the taking of responsibilities.
9. To uphold the rights of the individual under law.
10. To recognise desirable behaviour and through the use of appropriate rewards and praise provide incentives for students to do better.
11. To enable the whole school community to contribute towards general and specific information about expected attitudes and behaviour and ensure wide promulgation of this information.

1. Discipline is to be administered where appropriate by all staff in a firm but fair and consistent way, (in line with the provisions of the School Restorative Practices System) so that:
   - the offence is addressed at the initial point wherever possible,
   - the emphasis is on positive action, "working out" problems, "putting it right" rather than negative punishment,
   - circumstances, alternative cultural perspectives and the age of the student are all taken into consideration,
   - where a problem cannot be worked out between a staff member and student, a system of procedures is in place to resolve a problem,
   - staff and students have access to help in resolving a problem where the negotiation has broken down.
2. A commitment will be made to ongoing staff training in classroom management and discipline strategies.
3. Discipline will be based on the school Code of Conduct. This states students, staff and visitors have the right to:
   - work in a safe and orderly environment,
   - be treated with respect, dignity and consideration,
   - work without interference from other people,
   - feel proud of the school and their own achievements.

RATIFIED 31 OCTOBER 2012

4. All serious assault and sexual abuse cases shall be referred to the local Youth Aid Officer and cases involving drugs and bullying may, where appropriate, be referred to the local Youth Aid Officer.
5. Questioning of students about serious breaches of discipline:
   a. Senior Management will consider having a colleague present if they consider their own safety or the safety of the student is at risk.
   b. Once all evidence has been collected management will, where appropriate, read the final report back to the student who then has the option of signing that the final report is a correct statement or they may indicate that they disagree with version as outlined and their disagreement will be recorded.
   c. Police may question students at school if a Caregiver is present or a staff member is acting in loco parentis.
6. This policy will be reviewed on a three-year cycle.

This policy recognises that all members of the school community are expected to be aware not only of their own rights and responsibilities but also the rights and cultural perspectives of other people, and to behave with a proper sense of concern, courtesy and respect, including respect for buildings, equipment and the property of others and other students rights to learn.

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Strategic Goal 2

College will be a safe learning environment for all.

Intended Outcome:

College will provide a safe and caring learning environment for all where conflict arises a restorative approach will be sued to rebuild the relationship.

Restorative Practices

SUSPENSION, STAND DOWN AND SECTION 27 DATA FOR 2012
PLG GROUP
TOR DATA

Actions to Achieve Targets

Strategies / Actions	Time Frame	Personnel Responsible	Resourcing	Progress / Review
Restorative training needs will be identified through Restorative Pilot Scheme	Term 1 2013	YI		Pilot Scheme records Principal
Continue to offer ongoing Professional Development for staff, Parents and BOT	All Year	YI / Sd		Record of PD Principal / BOT
Ongoing discussions will identify students or a class that require some support strategies for changing behaviour.	All Year	YI / PB4L team		Recording PLG data
All students removed from class will be returned to the classroom teacher to be involved in a restorative chat	Ongoing	YI		Principal
Remind staff who are trained to facilitate 'high end' restoratives and offer further training if needed	All Year	YI		Records in KAMAR
The school will undertake a self-review of our school learning environment and respond to the findings	Term 1 2013	YI		Wellbeing@School website Principal

Strategic Goal 2 continued

Postive Behaviour For Learning

SET AND EBS DATA

Actions to Achieve Targets

Strategies / Actions	Timeframe	Personnel Responsible	Resourcing	Progress / Review
PB4L strategies are shared with staff	Ongoing	YI/ PB4L Team		Survey staff
Modified data management system used to enable effective data to be collected.	Ongoing	YI		Evidence in Kamar and ongoing sharing with staff
meetings will continue to align PB4L strategies for all schools	Ongoing	YI/PB4L team/		Observed around school and community.
Create visuals for staff and students to publicise our school expectations	Ongoing	PB4L team		Observed in classrooms and around the school.
Conduct PB4L data collection survey	Term 2 2013	PB4L team		Analysis of 2013 data compared to 2012.
Continue to develop teaching plans for school expectations.	Term 1 2013	PB4L team		Teaching plans available.
Develop long term plan/term plan on delivery of PB4L lessons	Term 1 2013	PB4L team		Long term plan developed
Develop strategies to deliver professional development to staff on PB4L	Term 1	PB4L team/PLG groups		Recorded in overall PD plan through the PLG groups where appropriate
Refine the reinforcement system to support PB4L	Ongoing	PB4L team		Documented acknowledgement system.
Refine and reinforce the problem behaviour response system.	Ongoing	PB4L team		Documented evidence
Work towards moving school to Tier 2 of PB4L training	Ongoing	PB4L team and staff		Approval from Regional Co-ordinator