

study are that GLBT Australian employees have significant poor well-being due to the presence of discrimination in the workplace in the form of indirect heterosexism.

School Bullying Boulevard 3

1:30 – 2:00

The Way - creating a positive, value based school culture

Ms Jeanette Widmer, Director of Pastoral Care, Canberra Girls Grammar School

Ms Tara Bourne, Canberra Girls Grammar School

Mrs Lisa Cockerill, Acting Director of Junior School, Canberra Girls Grammar School

Canberra Girls Grammar School staff identified the need to establish a whole school approach to behaviour management within the Junior School. While a previous behaviour management policy was in place, the concept behind the policy was viewed as out dated. As a result, there were many disparities among staff as to how they implemented behaviour management strategies. Focusing on key principles and best practice for creating a generational change towards bullying and behaviour management became imperative. The school developed a committee for policy review, leading to significant change in school culture in the way behaviour management was viewed and implemented. This change involved developing and enhancing school culture among staff, students and parents – recognising every individual should be treated with respect, kindness and fairness. This approach, known as 'The CGGS Way' focuses on reinforcement through acknowledgement and encouragement of positive behaviour - being respectful, safe and responsible-saying No 2 Bullying. When students action positive behaviour in line with The CGGS way,

they receive a token, highlighting the positive behaviour and attributes observed. These tokens contribute to a reward system. The policy outlines a new process for dealing with inappropriate behaviour, adopting the ideal of utilising situations when students make inappropriate behaviour choices to teach strategies to allow students to make positive behavioural choices in the future. Established by teachers, "The Way" has developed into a completely student driven initiative with a whole school competition to name The CGGS Way mascot, students designing posters as part of their visual literacy unit and a decision about what the rewards will be for reaching particular milestones. The Safe Schools committee leads the organizational components. The approach has been adopted in Early Learning Centre to year 12, in line with the Safe Schools framework, to promote a safe environment for students.

2:02 – 2:32

The Impact of Adolescent Brain Development on Mental Health, and the Implications in the School Setting, with Particular Focus on Girl Bullying

Ms Kate Gannon, Psychologist

This presentation explores the concept of the recognition of a particular subset of bullying problem in schools, which has not been previously identified as a unique subset. If left unaddressed, it will continue to have serious, far-reaching consequences, for both the target and the perpetrator. The cascade of physical and psycho-social consequences for the targeted teen will also be explored in more depth. This paper will focus on teenage girls and particular mental health behaviours which tend to either emerge or exacerbate at the commencement of adolescence. Hormonal changes, physiological brain changes, peer group power, environmental and genetic factors, plus ways of connecting and

communicating which are mostly peculiar to teenage girls, all play a part in the emergence of a particular type of girl bullying. Anecdotally, at this point in time, usual forms of high school-based anti-bullying interventions, such as Mediation and Restorative Justice, are not only ineffective for this subset, but invariably have unfavourable and worsening outcomes. In summary, the main aim of this paper is to identify and define this unique type of bullying girl and take a close look at the reasons why this subset has traditionally been resistant to resolution. A further goal is for discussion, investigation and quality research to follow, which will pave the way for developing effective strategies and intervention. Not only will this empower schools, but it will provide preventative action to minimise the negative effects of the continuation of these issues into the workplace. Some new terms will be introduced for discussion, as well as, in particular, a newer, deeper anthropological exploration of the meaning of the terms 'peer group' and 'resilience'.

Cyber Bullying Palm 1

1:30 – 2:00

Our Higher Education 'Prevent Cyber Bullying' Education Website

Dr Margaret Anne Carter, Senior Lecturer, James Cook University

Due to the rapid online expansion of digital learnscapes, resulting in university students engaged in online learning communities, cyberbullying has the potential of being a serious issue for higher education institutions. The effectiveness of educating students and staff in higher education on the impact of cyber bullying has received limited attention in university policy documentation and in the literature on adult cyberbullying. It is this scarceness of policy direction and innovative

literature that has driven this study, the development of an educational website to inform students and staff in higher education contexts about cyber safety and the very real consequences of cyber bullying for people's lives. The content on the site is educational, promoting an awareness of staying safe online, digital footprints, digital reputations, and the hazards of remaining exposed online.

In describing the development of the site, this study highlights the need for such resources to support students and staff working in higher education places and spaces to understand what constitutes this complex social phenomena, implications of cyber bullying on persons present and future lives, users roles and responsibilities in curbing cyber bullying, help seeking avenues and digital wellness. Findings indicate numerous benefits for the sites' continuation including the range and depth of information for users in higher education spaces and places about socially responsible online behaviour and the potential impact of cyberbullying events on people's lives. Suggested improvements specific to design and the customization of the content for the target audiences has been instrumental in the redesign and continued development of the site. Recommendations are made in relation to the dissemination of the site across the Australian and offshore Singapore campus.

2:02 – 2:32

Developing a Human-trained Contextual Technology to Combat Cyberbullying Amongst Tweens

Dr Bhuva Narayan, Senior Lecturer
University of Technology Sydney

Due to the proliferation of social media within our information society, cyberbullying has emerged as a key issue within digital environments across the world, particularly among children and adolescents. A recent Australian study found that victimisation via the Internet was the most common form of cyberbullying with 11.5% of students reporting at

least one experience of it during the school year, with junior secondary school students the most likely to be victimised in this manner, and text-based bullying being the most common form of cyberbullying. Cyberbullying is a group phenomenon most prevalent during the transitional ages between primary and secondary school shows an overlap in roles between 'bully' and 'victim'. Despite the serious emotional impacts of cyberbullying, over a quarter of victims did not seek support for various including the risk of losing access to devices or to the Internet if parents find out about it. This highlights the need for bystander education and 'upstander' action. We have developed an online monitoring tool for schools, parents and public librarians to detect emergent episodes of cyber-bullying occurring within their local networks and released it as open source software in July 2015.

This program can be used to train adolescents and their parents in identifying bullying episodes if needed, and can also be automated or used as is to alert the user when patterns of emergent bullying episodes are detected. This can lead to early intervention to stop the continuation of such incidents and also to identify those who may need counselling support, be they perpetrators or victims.

This paper discusses the design and development of this open-source application that is made freely available to schools, libraries, Internet cafes, and other providers. The application allows problem interactions within social media messages to be identified with the least intrusion using existing technologies that have been enhanced and 'taught' by human informants to capture traces of language and classify them based on emotion, sentiment, and provide an understanding of the content being exchanged in cyberbullying episodes through topic modeling. This research was funded by the AuDA Foundation.

2:34 – 3:04

Lessons Learned from Students Taking Positive Action to Stop Cyberbullying

Mrs Karla Sanders, Project
Facilitator, Sticks 'n Stones

Miss Keryn Tubbs, Sticks 'n Stones

Sticks 'n Stones is a student led programme focused on taking positive action online to stop cyber bullying. Based in Central Otago, we formed in 2013 and now have over 80 young people aged 12 - 19 involved as ambassadors and representatives. Students are involved in all aspects of planning and delivery of our programme and have been since we formed. In this Oral presentation, our Project facilitator alongside one of our student representatives will share how our students have been making a difference to attitudes around cyberbullying. From creating posters, brochures and a tongue in cheek stationery range to delivering presentations, workshops and giving feedback to parliamentary select committees, our students have built a great reputation for being able to articulate their views, concerns and ideas in an authentic and meaningful way. This has led to relationships with multi national organisations like Google and Facebook through their Web Rangers Campaign and the Facebook Hit Pause then Post guide. Find out what the students feel makes our group different from traditional anti-bullying programmes and why it is so important that we move away from believing that consultation with young people is enough to an expectation that students will be involved in co-construction of resources and messages and the delivery of these. Ask your questions about what has worked (and what hasn't) and the lessons we have learned (and continue to learn) about changing attitudes around both student leadership and cyberbullying.