# Responding to online safety incidents
## an eSafety professional learning presentation for schools

## eSafety Toolkit for Schools
### Creating safer online environments

This presentation is designed to help schools deliver online safety professional learning to staff. During the session staff work through potential scenarios and develop their own responses to online incidents. Suggested solutions have not been included as the approach to resolve the problem presented in each scenario will vary depending on context. In formulating a solution, consider whether a strengths-based approach would improve outcomes. This approach focuses on enhancing student capabilities and addressing deficits, rather than focusing solely on the incident at hand.

The slides and scenario cards can be used in a workshop format, during staff meetings or at a planning day. They are intended to prompt discussion about good practice responses to online incidents. The scenarios cover issues that might arise at both primary and secondary schools.

To start, download eSafety's Respond 1 - Online incident assessment tool and distribute this to attendees. The tool will help them complete the activities, supported by other eSafety Toolkit resources as needed.

Consider incorporating any relevant school/sector policies or procedures into the presentation.

## Presenter notes for Presentation 1

| Slide | Notes for presenter | Timing |
|---|---|---|
| **1. Responding to online safety incidents.** | Today's professional learning presentation was developed by the eSafety Commissioner and is designed to help schools look at how they can better respond to online safety incidents. We're going to spend some time today working through this together.<br><br>**At end of this presentation you will have:**<br>• greater knowledge of the types of online issues faced by students<br>• greater understanding of how to respond to incidents<br>• greater knowledge of eSafety resources that schools can use when responding to incidents<br>• identified steps in reporting content to the eSafety Commissioner<br>• reflected on current practice, and how it can inform our future practices.<br><br>Before we begin, please note that if anything in this presentation causes distress, you are free to leave the room and follow up with the appropriate supervisor or support at school. | 5 min |
| **2. Setting the context** | **Poll and discussion questions**<br>• Who thinks online safety should be taught in schools? (hands up) Why?/Why not?<br>• Has anyone responded to an online safety incident at school in the last 12 months?<br>• Who knows about the eSafety Commissioner's reporting schemes?<br><br>The eSafety Commissioner has four reporting schemes:<br>1. **Cyberbullying:** eSafety has a cyberbullying complaint function for Australians under 18-years old who have been seriously cyberbullied.<br>2. **Adult cyber abuse:** There is also an adult cyber abuse complaint function for Australians over 18-years old who have experienced seriously harmful online abuse.<br>3. **Image-based abuse:** Australians can also report the non-consensual sharing, or threatened sharing, of intimate/explicit image.<br>4. **Illegal and restricted content:** eSafety also takes reports about illegal and harmful content like child sexual abuse material and abhorrent violent material. | 10 min |

Continued on next pages.

| Slide | Notes for presenter | Timing |
|---|---|---|
| **3. What are some of our most common online safety issues?** | Ask the group what they think the most common online safety issues are in our school. Do you think these issues are different in other schools?<br><br>**You might like to compare their responses with eSafety's research findings. The most common negative online experiences reported by young people (8 to 17 years):**<br>• 62% of those aged 14-17 were exposed to potentially negative user-generated content online<br>• 45% treated in a hurtful or nasty way online<br>• 11% had offensive things said to them online<br>• 11% asked by someone on the internet to send sexual images of themselves<br>• 6% been a victim of online fraud<br>**Highest ranking consequences of negative online experiences:**<br>• 55% felt sad<br>• 43% felt angry<br>• 38% didn't feel good about themselves after the incident<br>• 33% felt left out/lost friends<br>• 20% felt helpless and powerless<br>**Source:** Mind the Gap, Office of the eSafety Commissioner (February 2022)<br>**However, it's not all bad news. Of the young people surveyed:**<br>• 93% did something in response to a negative online experience<br>• 67% told their parents about the incident<br>• 64% unfriended or blocked the perpetrator<br>• 13% used the internet to seek emotional support weekly<br>**Source:** Mind the Gap, Office of the eSafety Commissioner (February 2022) | 5 min |
| **4. Activity** | **Today's session will cover:**<br>• How to respond to incidents<br>• How to report content to the eSafety Commissioner and<br>• How we can learn from online incidents<br>**Instructions**<br>1. Divide participants into small groups and distribute the eight scenario cards.<br>2. There are three questions to prompt participants when thinking about how to respond:<br>  • What would you do first, if faced with the scenario?<br>  • How would you help resolve the issue?<br>  • What can we learn from this incident?<br>3. Participants discuss the scenarios and responses in groups. Direct participants to use eSafety's Respond 1 - Online incident assessment tool and remind them to consider school or sector policies, where applicable.<br>4. Each group will present their findings. There may not be definitive answers to all scenarios. The goal is to identify what good practice might look like.<br>5. Once groups have presented their responses, share some tips and strategies.<br>6. As a group, discuss the strengths of various responses and areas for improvement.<br>7. Complete this process for each question. Each scenario should take 30-35 minutes to complete.<br><br>**Important note**<br>Some of the scenarios may raise issues that should be discussed with a school leader, department/sector advisor or legal team, if applicable. | 5 min |

| Slide | Notes for presenter | Timing |
|---|---|---|
| **5. Question 1**<br>**What would you do first if faced with this scenario?** | Once participants have read their scenario show this slide (Q1)<br><br>Q1: What would you do first if faced with the scenario. Discuss the question in groups.<br><br>**Things to consider:**<br>• Is the student at risk of harm and if so, who needs to be notified?<br>• Have you consulted your school's policies/procedures? Who in the school leadership team needs to be notified of this incident?<br>• What's the story behind the incident?<br>• Where is the content posted? How widely available is it?<br>• What's the impact of the material? What might you see immediately? What might be long-term consequences for that student?<br>• Have the student's vulnerabilities, needs, circumstances, rights and best interests been considered? | 10 min |
| **6. Responses to Question 1** | Ask the groups to present their responses (approx. 1-2 minutes for each scenario). At the completion of each group's presentation use Slide 7 for the wider group | 10 min |
| **7. Discussion about Question 1** | **Ask participants:**<br>• Who agrees?<br>• Who would have done something different? Why?<br>• How would this work in our school?<br><br>**Important note**<br>The student/s affected may experience anxiety, anger or distress. It can be useful to involve a teacher or counsellor who the student feels comfortable with to make the disclosure process easier. Throughout the process remember to remain calm, reassuring and non-judgmental. | 10 min |
| **8. Question 2**<br>**How would you help resolve the issue?** | Discuss the question in groups.<br><br>**Things to consider:**<br>• Can content be removed?<br>• Is the student part of the solution?<br>• What does our student wellbeing or acceptable behaviour policy say?<br>• Do all students feel safe and supported? | 10 min |
| **9. Responses to Question 2** | Ask the groups to present their responses (approx. 1-2 minutes for each scenario). At the completion of each group's presentation use Slide 10 for the wider group | 10 min |
| **10. Discussion about Question 2** | **Ask participants:**<br>• Who agrees?<br>• Who would have done something different and why?<br>• How would this work in our school?<br><br>**Things to consider:**<br>• Ensure all students feel safe and supported. Focus on restoring relationships.<br>• Follow student wellbeing or acceptable behaviour policies.<br>• Address behaviours and provide education about acceptable use and respectful online behaviour.<br>• Attempt to have content removed by reporting to the online service first. If they don't respond, you can report it to eSafety. For image-based abuse material, you can report it to eSafety straight away.<br>• Remember that there can be a fluid relationship between the targeted person and the person accused of the negative behaviour. Sometimes students move from being the target to the instigator. | 10 min |

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| **11. Who can report and what steps can they take** | **Who can report?**<br>• Students and their parents/carers can make a cyberbullying, image-based abuse or illegal or restricted content complaint to eSafety.<br>• Other people (such as teachers) can also make a complaint if they have been authorised by the student who has been targeted online.<br><br>**Steps to making a cyberbullying report**<br>To make a complaint to the eSafety Commissioner to remove cyberbullying content online:<br>1. Report the cyberbullying material to the social media service first.<br>2. Collect evidence — copy URLs or take screenshots of the material.<br>3. If the content is not removed, report it to esafety.gov.au/report.<br>4. Block the person and talk to someone you trust.<br><br>**Steps to make an image-based abuse report**<br>To make a complaint to the eSafety Commissioner to remove image-based abuse content online:<br>1. Collect evidence — copy URLs or take screenshots of what has been happening, including threats of sharing. Do not take screenshots of nude or sexual images of anyone under 18.<br>2. Make an image-based abuse report to esafety.gov.au/report.<br><br>**Possible discussion questions**<br>**Note** - the following content does not have a corresponding slide but is to supplement discussions on scenarios that cover sexting/explicit images (secondary school only):<br>How would this differ for image-based abuse material or sexting?<br><br>• Sexting — more commonly known as 'sending nudes' or sometimes 'naked selfies' refers to the sending of intimate photos, messages, or videos, generally using social media services such as Snapchat or Instagram. Nudes are generally sent by text, private messaging apps or social media.<br>• Creating, possessing or sharing nude images of people under 18 may be a crime, even if it's a nude selfie. Find out more about the law at Youth Law Australia.<br>• Be mindful that possessing intimate images of someone who is under the age of 18, even if it is for the purposes of reporting, may be an offence.<br>• Use eSafety's Guide to dealing with explicit images in schools for information on how to collect evidence and report these incidents.<br><br>**What if the material is on a personal device?**<br>• See page 3 of the Guide to dealing with explicit images.<br>• Make sure you only confiscate or search student devices with a student or parent's consent, or if allowed by your school/Department's policy.<br>• Youth Law Australia's website provides guidance on relevant state and territory laws. | 5 min |
| **12. Question 3**<br>**What can we learn from this incident?** | Discuss the question in groups.<br>**Things to consider:**<br>• What could I/we change to prevent something like this from happening again?<br>• Is our record keeping adequate?<br>• Who was involved in the debrief?<br>• Has the behaviour stopped?<br>• Did we provide enough support? | 10 min |
| **13. Responses to Question 3** | After the group discussion, ask groups to present their answers (approx. 1-2 minutes for each scenario). At the completion of each group's presentation use Slide 14 for the wider group. | 10 min |

| Slide | Notes for presenter | Timing |
|---|---|---|
| **14. Discussion about Question 3** | **Ask participants:**<br>• Who agrees?<br>• Who would have done something different and why?<br>• How would this work in our school? | 5 min |
| **15. Wrap up** | **Ask participants:**<br>• What have you learnt today?<br>• Do we need to change any of our processes or policies?<br>• Do we need more training in this area? | 5 min |
| **16. Final slide** | | Total:<br>120 min |

# Secondary scenarios

## Secondary scenario 1

Charlie makes inappropriate remarks about Yoshi's ethnicity on Yoshi's social media profile. Yoshi is confident and assertive and informs Charlie that the behaviour is disrespectful. Yoshi reports the incident to the class teacher. Charlie is currently struggling with being new to the school and having difficulties fitting in.

**Relevant eSafety Toolkit resources:**

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Prepare 5:** Tips for responding to incidents that happen outside school hours

## Secondary scenario 2

Sam's nude/sexual image is taken and shared in a group chat on social media. Sam only shared it with his girlfriend Jessie, but that relationship has ended.

**Relevant eSafety Toolkit resources:**

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 4:** Guide to responding to the sharing of explicit material
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 9:** Post-incident checklist

## Secondary scenario 3

Ava approaches you five minutes after the bell on Friday to tell you that someone has uploaded a photo to a group chat. It appears to be her face on a nude body. She is distraught and adamant that the images are not her — they have been photoshopped. Ava's parents are quite strict and she is worried about their reaction.

**Relevant eSafety Toolkit resources:**

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 4:** Guide to responding to the sharing of explicit material
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

## Secondary scenario 4

Jun discloses that he has seen videos on a popular social media platform of another student taking drugs and looking disoriented while in school uniform. The student had been participating in dares with a group of friends and this was one of the dares.

**Relevant eSafety Toolkit resources:**

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 3:** Guide to responding to serious online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

### Secondary scenario 5

Sloane, who is 14, has a cognitive impairment. Sloane thinks that 'everyone' shares nudes and shared a nude photo with a friend, unaware that this has risk and should be consensual. Sloane's mum finds out. She has a good relationship with Sloane's homeroom teacher and asks the teacher what to do.

**Relevant eSafety Toolkit resources:**

- **Engage 2:** Activities for students to take the lead in online safety
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 4:** Guide to responding to the sharing of explicit material
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

### Secondary scenario 6

James has recorded and uploaded a private conversation with friends where they ridiculed and made disparaging and defamatory remarks about a teacher. It has been shared widely and the teacher is very upset.

**Relevant eSafety Toolkit resources:**

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 5:** Guide to responding to cyber abuse that targets staff
- **Educate 6:** Tips for supporting staff wellbeing online

### Secondary scenario 7

You discover that one of your students has sent threatening messages, emails and posts to another student – Esther – including inciting her to attempt suicide. Esther's friend Henry tells you that she is frightened, angry and upset by the messages.

**Relevant eSafety Toolkit resources:**

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 3:** Guide to responding to serious online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 9:** Post-incident checklist

### Secondary scenario 8

Nazma is changing in the sports room. While she is not wearing her hijab, Amal takes a photo of her and posts it to Instagram. Nazma is furious and upset, as are her parents.

**Relevant eSafety Toolkit resources:**

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 4:** Guide to responding to the sharing of explicit material
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

# Primary scenarios

## Primary scenario 1

Luca was using his phone on the bus home from school and invited those around him to look at some violent images. The parent of an upset child has sent you an email letting you know about the incident.

**Relevant eSafety Toolkit resources:**

- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 3:** Guide to responding to serious online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

## Primary scenario 2

On the way to the school bus, Jesse pushed Marko to the ground while threatening and verbally abusing him. A group of students were watching. One student recorded the incident on his phone and posted it to social media.

**Relevant eSafety Toolkit resources:**

- **Respond 1:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 3:** Guide to responding to serious online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Respond 9:** Post-incident checklist

## Primary scenario 3

Ryder has repeatedly teased and harassed Hamid on a popular 13+ social media platform. Hamid's parents come to school, asking what to do.

**Relevant eSafety Toolkit resources:**

- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident

## Primary scenario 4

You are informed that Seamus, a year 5 student, has been producing and uploading 'how to play Roblox videos' on a video sharing platform. In the videos, Seamus is in his school uniform and swearing. Seamus has quite a large following online, some who appear to be unknown to him. A parent, who has seen the videos, has raised concerns about privacy and inappropriate language.

**Relevant eSafety Toolkit resources:**

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 7:** Tips for parents/carers after an online safety incident

## Primary scenario 5

Jax posted a video of herself dancing on a video sharing app after school hours. Followers, mostly from school, teased and shamed her. Jax was extremely upset. The incident led to fighting in her friendship group and people taking sides.

**Relevant eSafety Toolkit resources:**

- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident

## Primary scenario 6

Students have discovered a new online team spelling challenge which allows them to invite people to join their team. The choice of members is random and depends on who is online at the time, anywhere around the world. Lou tells you that one of the players is asking unusual questions — directed at a number of students from your school. She knows that some of her classmates interact with this person on other platforms.

**Relevant eSafety Toolkit resources:**

- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 7:** Tips for parents/carers after an online safety incident

## Primary scenario 7

Georgia has encouraged some members of a large friendship group to join a secret closed group. One of the members of this group is upset by the conversations that include ridiculing those not in the closed group chat. The student doesn't know what to do as they are nervous of the consequences if Georgia finds out.

**Relevant eSafety Toolkit resources:**

- **Prepare 5:** Tips for responding to incidents that happen outside school hours
- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Engage 2:** Activities for students to take the lead in online safety

## Primary scenario 8

Your students are using the school's learning management system to collaborate on a piece of work. Over the course of a week, Jay makes mean and hurtful comments about Costa's work. You speak to the whole class about respectful collaboration and talk to Jay privately. After telling them how upset he feels, Costa's parents come in to make a complaint.

**Relevant eSafety Toolkit resources:**

- **Respond 1:** Online incident assessment tool
- **Respond 2:** Quick reference guides to online safety incidents
- **Respond 6:** Tips for supporting students involved in an online incident
- **Respond 7:** Tips for parents/carers after an online safety incident
- **Prepare 4:** Guidelines for social media use, video sharing and online collaboration