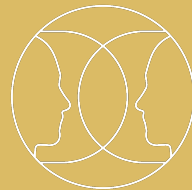


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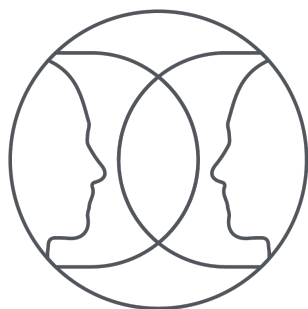
# Appendix J



# Student Summit Report

The Royal Commission into Domestic, Family  
and Sexual Violence

1st November 2024



**Think Human**  
Strategy. Dialogue. Design.

We acknowledge victim-survivors of domestic, family and sexual violence, including those who took part in the Royal Commission Student Summit. We honour those who have been tragically killed because of family violence and their families.

It is for them we do this work.

---

This Summit took place on Kurna Land. We acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today. We pay respect to their spiritual relationship with their country and to elders past, present and emerging. We also pay respects to the cultural authority of Aboriginal young people who took part in the Student Summit.

Always was, always will be Aboriginal land.

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# Executive Summary

# Executive Summary

“What will it take for children and young people to live, study, work and play in safety in South Australia?”

This was the question posed to 89 students from 15 schools across the Public, Independent and Catholic sectors at a Student Summit on 1<sup>st</sup> November, as part of the Royal Commission into Domestic, Family and Sexual Violence in South Australia.

The methodology for the Summit was structured to ensure a comprehensive and engaging experience for all students. The workshop was designed to foster a safe and productive environment for discussion and reflection, with a range of options for how people could participate at any point.

A key activity in the first half of the Summit was the creation of three-dimensional “stories of safety”, from which students identified the most important challenges to fix and issues to focus on to make life safer for young people. Seven key themes were identified by Think Human and students worked in groups to explore responses and solutions to each of these.

At the end of the Summit, students presented their responses and solutions to the Commissioner who asked clarifying questions and provided a short response. The Summit closed with a short response from both the Commissioner for Children and Young People and the Royal Commissioner.

## Key messages: Safety

Children and young people are not a homogenous group and within the room there were inevitably as wide a range of perspectives and experiences as there would be with any other population age group. Key themes in how they conceptualise “safe stories” of the future include:

- **Communication and Support:** supporting people to find different ways to communicate and seek help when overwhelmed. Everyone should feel important and loved.
- **Unity and Diversity:** children and young people have different needs but are united in their need for safety. A diverse and multicultural community is one where everyone supports each other. Community comes together to develop solidarity and understanding despite their differences.
- **Safety and Happiness:** the ideal idea of safety is being able to live without fear, feeling safe and secure in one's own identity.
- **Community and Support Systems:** children and young people need a reliable support system and a sense of security in the community. This includes verbal support from family, physical support from responsible adults, cyber support systems with strong regulations, and safe community spaces.
- **Freedom and Inclusivity:** freedom of speech, with everyone able to express what makes them happy and safe. Every individual has the right to be positively embraced by others and not be judged for speaking up.
- **Friendship and Belonging:** the safety and support found in true friendship, with an alignment of values. Young people feel secure and confident in themselves.

## Key messages: What needs to change

### Social Media

#### What's the issue?

Better control for platforms to enforce safety towards cyber bullying like TikTok. More education for parents to deal with these issues. Parental controls advance over time. Teaching parents about social media issues. ID verification, moderation and age classification. More effective reporting and blocking.

#### What we think will help:

Strategies towards teaching kids about social media and its dangers, better education and more regulation.

“For children to learn we came up with the idea of a game or website where kids can have a fake social media account where they are given paths and choices. If a child is to do the wrong thing, say they end up talking to a “stranger”, they are given tips and tricks to get out of certain situations. All this feedback is then sent to teachers and organisations, for example life education, so both can update courses to help educate students on the topics.”

## Prevention of Sexual Violence

### **What's the issue?**

Cases of sexual violence are not going down, many cases are not reported perhaps due to fear or not knowing how to turn to or where to go. People are afraid to put in their own word.

### **What we think will help:**

“The education around sexual violence needs to be in place from year seven. Education for teachers and basically everyone - medical people, workers, EVERYONE! Need to make sure teachers are educating in contemporary and relevant ways. Easier and cheaper access to counselling and rehabilitation. More stories for people to relate to and identify with. Ensuring that money, distance etc. does not factor into the type or quality of help that someone can access.”

## Racism, stigma and bullying

### **What's the issue?**

Peer pressure, stereotyping and cyberbullying are all forms of harassment which everyone can be exposed to and affected by. It is crucial that people understand and are educated on the impact of this topic and the role they can play in it. Things that need to change include mindsets, media, education, lack of representation, language, political influence, knowing limits, bystander effect.

### **What we think will help:**

Working to create a sense of belonging in supportive communities, while making active change and educating all parties will help to

address these issues. We need to educate perpetrators on their actions. Victims need to not feel that they have to deal with these issues themselves. Wellbeing areas in schools. Opportunities for anonymous help.

## Safety on public transport

### **What's the issue?**

Harassment on public transport including sexism, racism and threatening and inappropriate behaviour from people under the influence of drugs and alcohol.

### **What we think will help:**

An adult who is trusted to protect passengers – a safety officer.  
A designated women's and children's bus - identify the most dangerous routes. More events like today and maybe consult other demographics. People getting banned.

## Safety in schools

### **What's the issue?**

Mob mentality and misogynistic cult bullying and toxic environments and relationships.

### **What we think will help:**

Support systems to improve student self-esteem, as low self-esteem drives bullying. Improving student / teacher relationships and engagement and communication. Talks and informative programmes for students and parents. Community engagement for students, teachers and families. Teachers being present, walking around, better monitoring.

## Safety in public spaces and workplaces

### **What's the issue?**

You don't know others' intentions so have no control, especially at night in public spaces.

In the workplace, no accountability for the customer, and students in part-time/casual work are too scared to report things due to fear of retaliation.

In short, the issue is adults behaving badly towards children.

**What we think will help:**

Adults need to behave better and be aware of who is around them.  
More security in public places to give people that bit of extra safety.  
Safer spaces in the community to help increase connection and security, and more education for kids to know what to do if an adult threatens them in any way.

We need Services to support young workers and ensure their safety and rights are upheld.

**Access to services for young people (especially in rural areas)**

**What's the issue?**

In rural areas you feel isolated and far away from services. In comparison metro areas are compact and young people can walk to services if they need. For all young people access in general to things like mental health support and public transport. Young people feel they need to solve problems themselves.

**What we think will help:**

Ease of access for young people to travel between towns so they can feel less isolated and also have access to services – and ideally access to services locally, like a services hub. There is still stigma around mental health – we need to encourage acceptance of emotional services.

More supports for Aboriginal students - we need culturally safe programmes and consistency.

A group of people are sitting in a circle in a meeting room. In the foreground, a woman with her back to the camera is wearing a white button-down shirt with a red and brown abstract pattern. She has her hair tied back with a white clip. Other people are visible in the background, some wearing dark blue polo shirts. The room has a carpeted floor with papers and sticky notes scattered around. The overall lighting is soft and slightly dim.

# Background

# Background

The Royal Commission into Domestic, Family and Sexual Violence in South Australia has been tasked with developing recommendations about what needs to change to design a domestic, family and sexual violence system to better meet the needs of those who interact with it, and which is capable of delivering the generational change required to bring an end to this national emergency.

The Terms of Reference asks the Commission to have particular regard to the views and experiences of a number of groups, including children and young people, who are considered as victim-survivors in their own right under the National Plan to End Violence Against Women and Children 2022-2032. To this end, the Royal Commissioner Natasha Stott Despoja AO, in conversation with the Commissioner for Children and Young People, Helen Connelly, agreed to host a Student Summit for Secondary students.

The Summit was attended by 89 students from 15 schools across the Public, Independent and Catholic sectors. Students from years 7-12 participated.

School	Year groups	# of students
Adelaide High	7-11	6
Blackfriars Priory	11	7
Cardijin College	8 & 11	3
Christies Beach High	9-11	7
Kapunda High	7-9	6
Kildare College	9-11	5
Mount Barker High	?	7
Murray Bridge High	8,9 & 11	6
Ocean View College	8-11	4
Playford International	8-9	6
Salisbury East High	7-9	7
St John's Grammar	10-12	7
St Paul's College	?	7
Tatachilla Lutheran College	8-9	5
Victor Harbor High	7-11	6

The Summit was designed by Think Human, a South Australian agency with deep experience in designing and leading facilitation and co-design processes with diverse communities across South Australia. This Summit was led by Think Human Director Mel Lambert with support from Educational Associate Di Brownlee. Di is a former Assistant Director of Student Support Services in Support and Inclusion Reform within the Department of Education and is a deeply experienced educator with a particular passion for developing inclusive and safe learning environments.

Additional design advice, support and facilitation was provided by Conor Pall, the current Victorian Government Victim Survivor's Advisory Council Deputy Chair, and a young person who uses his lived experience to influence change in the way children and young people are supported as victim-survivors in their own right.

With input from Conor the overarching question for the Summit was:

“What will it take for children and young people to  
live, study, work and play in safety in South  
Australia?”

# Methodology



friends...



online



public spaces

The methodology for the Summit was structured to ensure a comprehensive and engaging experience for all students. The workshop was designed to foster a safe and productive environment for discussion and reflection, with a range of options for how people could participate at any point.

## Settling in

The Summit commenced with a range of self-guided activities to help students settle in. This included responding to prompts like "What will help you feel safe to share your thoughts and ideas today?" and "I feel I can make a difference when..." Each student also had a minifigure to assemble, which served three functions: a fun activity and conversation starter; a prop to use throughout the day; and a takeaway reminder of their contribution to this important work.

## Welcome

A combined Welcome to and Acknowledgement of Country was conducted by Gracie Gollan-Ritchie, a Kurna , Narungga, Ngarrindjeri and Wirangu girl and Sienna Watts, a Yamatji, Noongar, Mara and Alawa girl, both 11 years old and both practising their cultural responsibility as first-born daughters and future matriarchs.

This was followed by a welcome to the Summit by Commissioner Natasha Stott Despoja AO, who explained the purpose of the day and the importance of the voices of children and young people in South Australia's Royal Commission. Conor Pall, a young man with lived experience and a passionate advocate for the voices of young people, shared some of his own story and inspired the students to use the space that was created to speak up and speak out.



Figure 1: image from *The Shadow that Follows* by Conor Pall, 2023.

### Building a picture of safety

Participants engaged in table discussions on creating safety, where they summarised key messages for the conditions for safety and power they needed through the day; these messages apply beyond the confines of the Summit and are included in detail below.

Students then undertook an interactive activity to create a 3D visualisation of their “stories of safety” using various creative resources.

### Proposing solutions

In response to these “stories of safety”, students identified the most important challenges to fix and what issues to focus on to make life safer for young people. Seven key themes were identified by Think Human and students worked in groups to explore responses and solutions to each of these.

## Presenting solutions

At the end of the Summit students presented their responses and solutions to the Commissioner who asked clarifying questions and provided a short response. The Summit closed with a short response from both the Commissioner for Children and Young People and the Royal Commissioner.

## Alternative activities

Throughout the day, there were opportunities for self-guided activities that students could opt in to if they wished. These included:

- sticky dot polls
- one-to-one conversations with the Commissioners
- comments box and virtual comments box



# Creating Safety

## What safety looks like today

Students were asked to discuss and complete three statements to describe what they needed from each other, from facilitators and from other stakeholders in the room:

- What will help you feel safe to share your thoughts and ideas today?
- I feel I can make a difference when...
- I feel most myself when...

The key messages from these table discussions are captured below.

### Encouragement and Inclusivity

Young people expressed the need for an environment where everyone is encouraging and inclusive. They feel safe to share their thoughts and ideas when everyone has a chance to participate and when their opinions are validated.

### Being Heard and Respected

A recurring theme was the importance of being heard and respected. Young people feel they can make a difference when their voices are heard and their opinions are taken seriously. They emphasise the need for a supportive and open-minded audience.

### Judgement-Free Zones

The necessity of a judgement-free environment was highlighted. Young people feel most comfortable and safe when they are not judged for their views and when they are surrounded by familiar and supportive individuals.

### Passion and Enjoyment

The ability to express passion and engage in activities they enjoy is crucial. Young people feel most themselves when they are doing things they love and are passionate about.

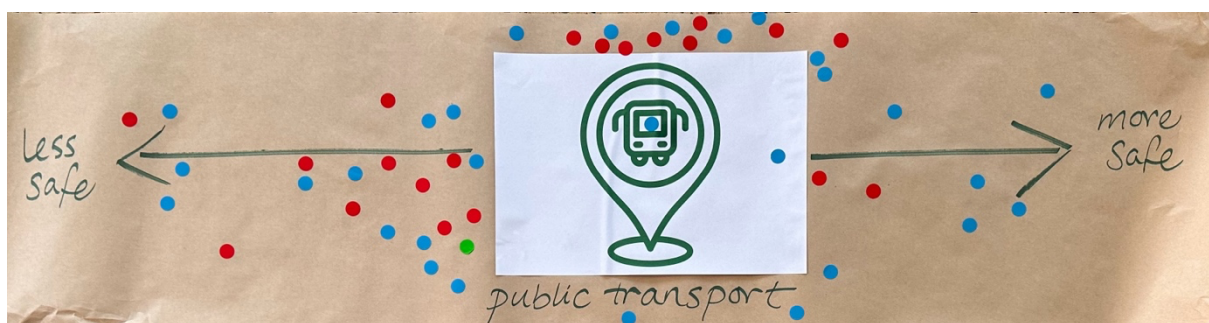
## Familiarity and Comfort

Familiarity with the people and topics discussed contributes significantly to students' sense of safety. They feel more comfortable and safe when they are around people they know and when they are in a calm, organized environment.

## Respect and Appreciation

Respect for young peoples' opinions and decisions is essential. Young people feel safe and powerful when their ideas are respected and appreciated by others.

Students also indicated using dot polls how safe they felt in different situations and circumstances of everyday life in South Australia. This was an optional activity and the responses of those who participated can be seen in Figure 2. These have been put in approximate order from least safe to most safe, noting that there is significant variation amongst students in how safe they feel, particularly in relation to the school environment, on public transport and in public spaces. It is also of note that while only a small minority feel very safe online, the vast majority are clustered in the middle of the continuum with a minority of dot votes tailing off to the unsafe end of the spectrum. For those in the room who participated in this activity, playing sport and being at home are safe spaces for most, but a significant minority do not feel safe at home. Finally, and unsurprisingly, the young people in the room generally felt safest with their friends.



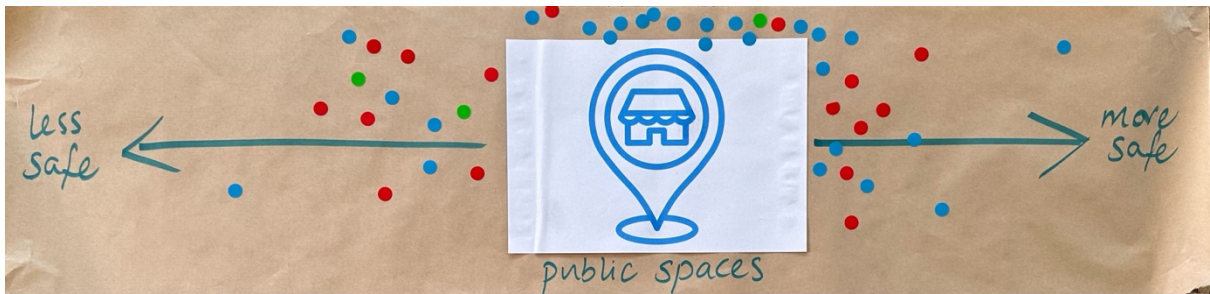




Figure 2: dot polls to indicate how safe students feel in various contexts of everyday life

## Our stories of safety for tomorrow

Students worked in groups to depict what their 'ideal stories of safety' for the future would be like:

- In communities / public spaces / transport / work
- With friends
- At home
- At school

Each group created a 3-dimensional visualisation; following creation, they were tasked with writing the 'gallery notes' to describe their story of safety.



**Blue chatter box** - ways to help people figure out different ways to talk to people. Sometimes I get overwhelmed - and need a reminder of ways to get help.

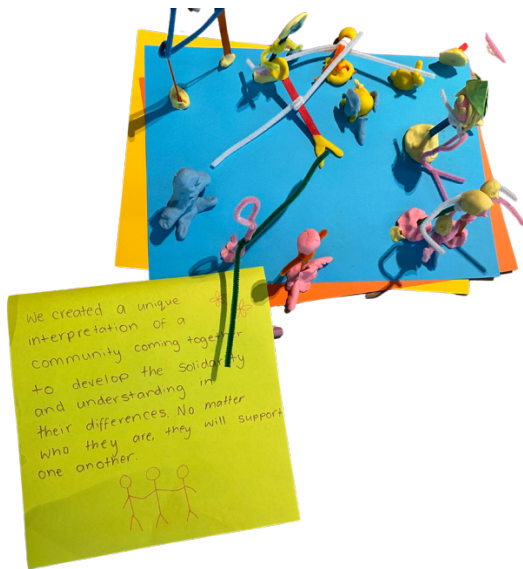
**Purple chatter box** - positive affirmations, because everyone should feel important and loved.

**Hug-buddies** (purple + blue people) - they can hold hands in whatever way, which is symbolic of children and young people having different needs.

**Ava** (purple lady) - A trusted friend I can talk to when I need help.



Our work of art represents a family. The stick figures symbolise each one of us. As each stick figure shows that we are all in this together as a family, sharing a diverse and multicultural home. Where we all share our differences and unique traits and in which we all support each other and are there for each other. The surrounding pop sticks symbolise a house where we all can feel that we belong, and are in this together.



We created a unique interpretation of a community coming together to develop the solidarity and understanding in their differences. No matter who they are, they will support one another.



The Beach of Happiness

This dioramic modular construction depicts the illustrious scenery known as 'the beach'. Located in the utopian setting as is Australia. The location is safe, as it makes visitors feel relaxed with the sodium chloride helping relieve stress. This expressive form of art was constructed and designed by the students of Tabachilla, led by the philosophical mind of Sir Coates. The beach of happiness is a shark-free zone and there is no very dangerous animals in the beach so everyone doesn't have to go to the beach in fear. We have houses, roads, surfing, jetty, volleyball.

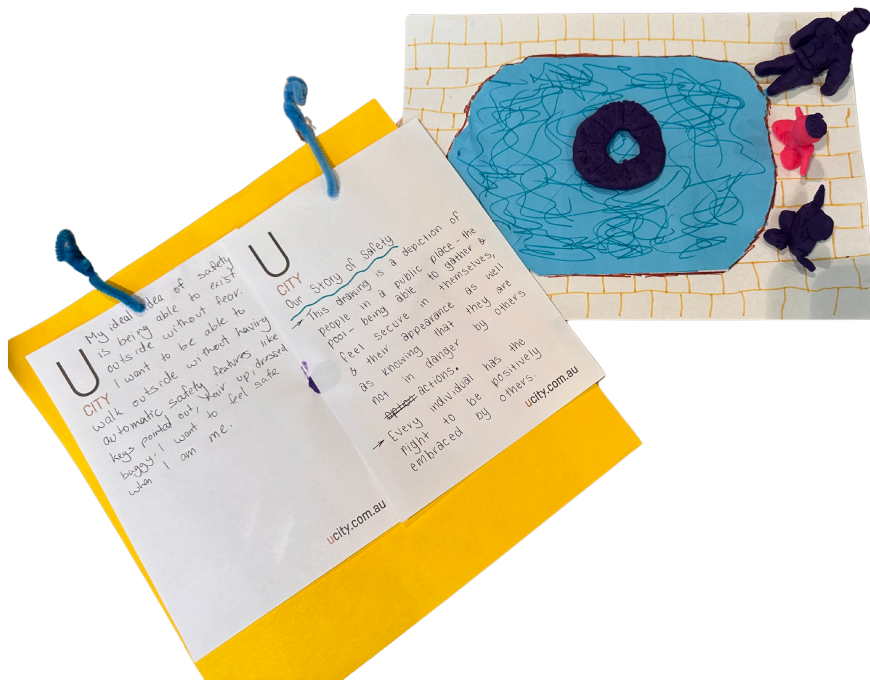
### **The Beach of Happiness**

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constructed and designed by the students of Tatachilla, led by the philosophical mind of Sir Coates. The Beach of Happiness is a shark-free zone and there are no very dangerous animals in the beach so everyone doesn't have to go to the beach in fear. We have houses, roads, surfing, jetty, volleyball.



No matter what size, shape, colour, race or gender you are, your voice is heard and respected.



*My ideal idea of safety is being able to be outside without fear. I want to be able to walk outside without having automatic safety features like keys pointed out, hair up, dressed baggy, I want to feel safe when I am me.*

### **Our Story of safety**

*This drawing is a depiction of people in a public place – the pool - being able to gather and feel secure in themselves and their appearance as well as knowing that they are not in danger by others actions.*

*Every individual has the right to be positively embraced by others.*



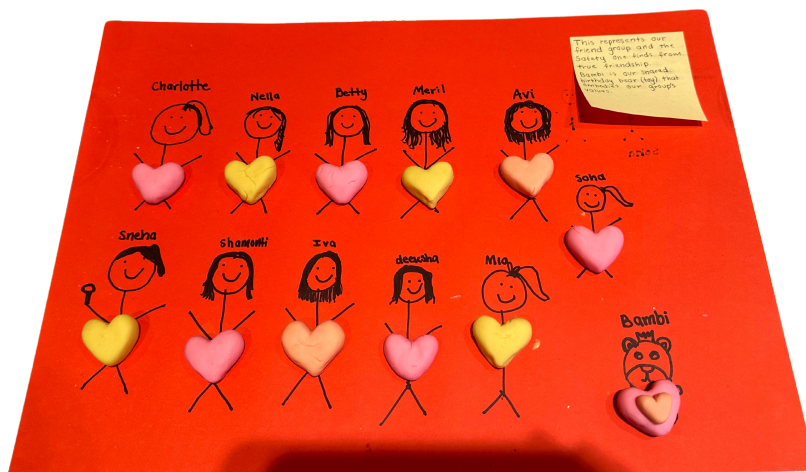
### **Bucket of safety and security**

This is our bucket of safety and security which is filled with ideas which contribute to our stories of safety.

Every child deserves/needs a full bucket.

### **Padlock of security**

- Comfort and support of family
- Knowing you're not alone
- Not be judged for speaking up
- Having someone to speak to



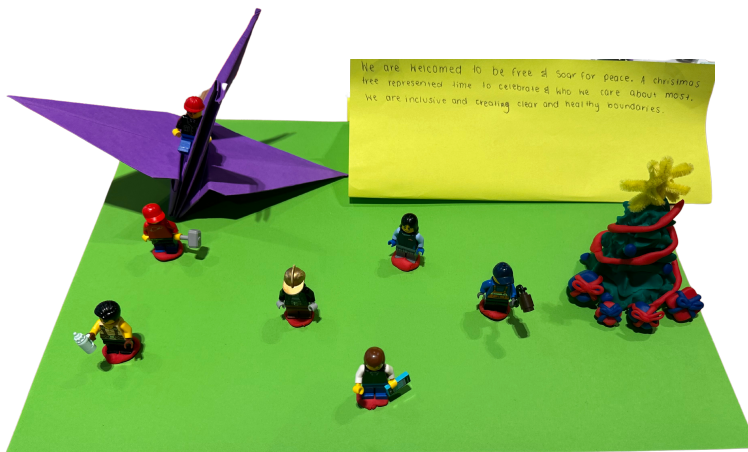
This represents our friendship group and the safety one finds from true friendship. Bambi is our shared birthday bear (toy) that embodies our group's values.



*CRANE: The crane represents freedom of speech. On this crane, everyone on our table has written what makes them happy and safe. Therefore, it represents "our" ideal!*

*DRAWING: The 2 friends greet each other, after seeing they feel more confident to speak up about and support to "make a difference"*

*Dragon human: Human companion. One who once felt alone wasn't able to fly free to the sky. They met a dragon who didn't like to fly alone. And so they flew together*



*We are welcome to be free and soar for peace. A Christmas tree represents time to celebrate and who we care about most. We are inclusive and creating clear and healthy boundaries.*



**An Ode to Hope.**

*This artwork showcases two sides. On one side, a group of "friends" plagued with toxic relationships and a mob mentality faces away from moving forward. on the other side, a group of supportive friends, who are highly inclusive and welcoming. Separating the two, a barrier represented the prison a toxic environment can create. He has broken through!*



Following this activity, students were asked to indicate how close they felt society was to these visions of safety in the future. This was an optional activity and the responses of those who participated can be seen in figure 3.

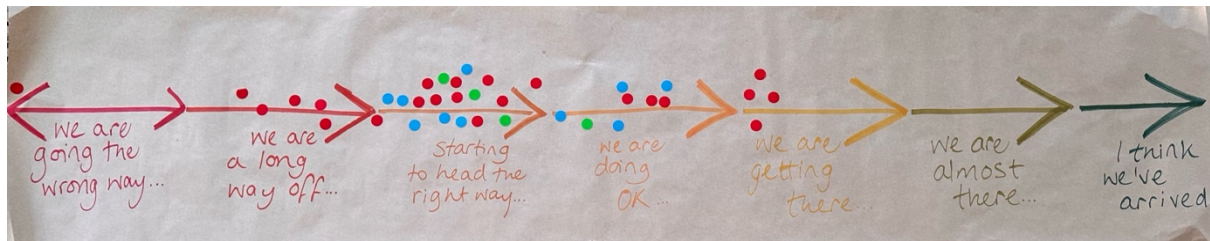


Figure 3: Sense of safety: the current state

# Our Messages to the Commissioner



## Our messages to the Commissioner

Students were asked to consider what most needed to change in the current context to create the safety they pictured and desired for the future by considering the following questions:

- What are the most important challenges we need to fix?
- If you were in charge, what issues would you focus on to make life safer for young people?

Students then worked in groups to write up and present their key messages to the Commissioner on the themes identified.

There follows the verbatim transcript of the students' summaries of the issues and solutions, followed by a summary of the discussion with the commissioner in relation to each topic.

# Social Media

## Describe the issue

Catfishes and PDF files online. Scams are a big issue and can become really hard to ignore. Online footprint can impact future careers. Companies aren't taking responsibility and are not monitoring content.

## Things that need to change are...

Better control for platforms to enforce safety towards cyber bullying like TikTok. More education for parents to deal with these issues. Parental controls advance over time. News reports to teach parents about social media issues. ID verification, moderation and age classification. More effective reporting and blocking.

## We think these people need to be involved in fixing this challenge...

Platforms need to focus more on safety and less on profits made.  
The developers of the apps and social media companies.  
Parents.  
Teachers, but taken off their major responsibilities to fix the issues.  
Government.

## Things that will help are...

More awareness towards apps.  
Strategies towards teaching kids about social media and its dangers.  
Better education.  
More regulation.  
Time limits on youth accounts.

## We'll know things are better when...

Less reports of issues towards social media.  
Kids not stuck to their screens.  
Teachers less stressed about the issues.  
Improvements in mental health.

## Other things we discussed include...

Issues with the media.

Moderate rules for social media.

Age of getting a phone or device?

Social media can lead to bad issues that ruin lives and lead to shame and guilt.

Social media is getting worse over time and mental health is becoming a problem.

For children to learn we came up with the idea of a game or website where kids can have a fake social media account where they are given paths and choices. If a child is to do the wrong thing, say they end up talking to a “stranger”, they are given tips and tricks to get out of certain situations. All this feedback is then sent to teachers and organisations, for example life education, so both can update courses to help educate students on the topics

## Summary of discussion with Commissioner

In response to the interactive game, the Commissioner suggested that the young people trademark it quickly! She was particularly interested in the focus on education, noting that nearly every group she had listened to throughout the day discussed social media management. She asked if the group had discussed the issue of age restrictions on social media or if education was deemed a better approach across all age groups.

The students responded by acknowledging the suggestion of new age restrictions for platforms like Instagram. They pointed out that students and children could easily change their age to meet the requirements. Therefore, they believed education was a more effective solution. They emphasised educating both kids and parents, especially by sharing scary stories to highlight the dangers of social media.

The Commissioner then asked for examples of positive aspects of social media, particularly regarding the safety and well-being of young people. The students provided examples, such as connecting with friends and communities, supporting sports teams, and sharing beliefs. They acknowledged the positives but felt that the negatives

outweighed them. They reiterated the importance of education to change the environment and stigma around social media.

The students concluded by stating that social media would always have negatives and positives. They believed education was the best way to address these issues, hoping that by fixing quick problems, the negativity would diminish, and the positive intentions behind social media creation would prevail. There would never be a way to completely remove kids from social media. They emphasised the need for education for kids, teachers, and even politicians to ensure safe usage.

# Prevention of Sexual Violence

## Describe the issue

People are getting sexual violence, finding it horrible with basically everything on the top of sexual violence. Trying to come up with ways to prevent this violence against anyone and ways to help those affected. Cases of sexual violence are not going down, many cases are not reported perhaps due to fear or not knowing how to turn to or where to go. People are afraid to put in their own word.

## Things that need to change are...

The education around sexual violence with everything on the topic needs to be in place for starting year 7. Education for teachers and basically everyone - medical people, workers, EVERYONE. Need to make sure the school is educating it correctly. Teachers now would perhaps not have had the same education that they are now tasked with teaching.

Also need education for perpetrators. Also education on how to call it out safely. Educating people of all ages and making sure not to shame someone who just wants to better their knowledge.

## We think these people need to be involved in fixing this challenge...

Trusted teachers, trusted family, police, perpetrators, victim (in possible separate room), support people, friends.

Possibly someone else to represent the victim - a trusted person - keeping in mind the interpretation if there is difficulty communicating.

## Things that will help are...

Easier to access support and quieter places as well as cheaper therapy for the victim to heal from the event. Sometimes the price attached to counselling or rehabilitation can be intimidating and actually deter victims from seeking help that they want and deserve. Providing the access required and giving people an option, as sometimes they may be too scared or ashamed to reach out. Some support lines are not 24/7 and are actually closed on certain days. This can make someone feel more alone. Bringing forward other lines or websites that are always there and making them known. More stories for people to

relate to and identify with. Ensuring that money, distance etc. does not factor into the type or quality of help that someone gets.

### We'll know things are better when...

When people are feeling safer in all locations and education and resources are common knowledge. And when perhaps these resources are made known and made public knowledge and the thought of money, gender etc does not factor into the type or quality of help that they receive. Less number of reports (to police and helplines), less number of suicide cases. Women (and everyone) feel safe with what they wear and where they go.

### Other things we discussed include...

Finding the middle ground for things. Possible increase in mental health support lines and more therapy for younger kids. Difficulty with healing paedophiles and rapists. Women being able to wear what they want.

### Summary of discussion with Commissioner

The Commissioner was keen to understand the students' current experiences of wellbeing education or respectful relationships education in school and if they felt it was sufficient and well delivered.

The students said that it varied a lot from school to school, and there is an issue with teachers who themselves were taught different things than they are being asked to teach on the topic now, and teachers who have different viewpoints themselves on the topic. They said they felt there needed to be a standard approach across all schools so people can receive the help they need.

The Commissioner responded that the idea of standardising the approach in terms of quality of delivery was an important point, as is education in terms of how people treat each other to prevent violence generally and sexual violence particularly.

## Racism, stigma and bullying

### Describe the issue

Peer pressure, stereotyping and cyberbullying are all forms of harassment which everyone can be exposed to and affected by.

### Things that need to change are...

It is crucial that people understand and are educated on the impact of this topic and the role they can play in it. Things that need to change include mindsets, media, education, lack of representation, language, political influence, knowing limits, bystander effect.

### We think these people need to be involved in fixing this challenge...

We believe people of influence, such as politicians, need to be knowledgeable and work towards finding solutions to these issues alongside educators and other role models including the legal and justice system and majority groups. In schools, older year group buddies and siblings. Mentors, guardians and trusted adults.

### Things that will help are...

Working to create a sense of belonging in supportive communities, while making active change and educating all parties will help to address these issues. We need to educate perpetrators on their actions.

### We'll know things are better when...

When people feel safe in their everyday environment and feel safe to respond and address these problematic behaviours without fear of repercussions we will know that things are better.

### Other things we discussed include...

Victims need to not feel that they have to deal with these issues themselves. Wellbeing areas in schools. Opportunities for anonymous help.

## Safety on public transport

### Describe the issue

Harassment e.g. sexism, racism.  
Drugs and alcohol being let on and people 'under the influence'.  
[lack of] common decency.

### Things that need to change are...

Actually enforcing the bus laws of being under the influence and bringing on illegal substances. Making sure buses come on time. People should be punished perhaps even banning them from transport. There needs to be someone on the bus to be a mediator on the bus public transport guard. Stricter rules need to be put in place.

### We think these people need to be involved in fixing this challenge...

Ticket officers should actually be on the buses with the bus driver. Consistency as well as they sometimes never are on the buses. The transport commissioner. Trains need someone dedicated to the safety of passengers a designated adult the responsibility of overseeing the bus.

### Things that will help are...

An adult that's trusted to protect passengers – a safety officer.  
A designated women's and children's bus - identify the most dangerous routes. More events like today and maybe consult other demographics. People getting banned.

### We'll know things are better when...

There's less violence. We feel safe to take public transport at any time of the day. We know what to expect when we hop on public transport.

### Summary of discussion with Commissioner

In addition to what was included in the written summary above, the students shared additional ideas with the commissioners including a suggestion to implement a system where people can report harassment anonymously. This would make individuals feel safer to

report incidents, and repeated offenders could be temporarily banned from using public transport. They also explored what would be a fair wage for public transport safety officers.

The Commissioner noted the specificity and innovation of the students practical ideas to improve safety on public transport. She was curious to know if the students who presented had ever felt unsafe on public transport and if they felt there was a gender difference. They confirmed they had felt unsafe but agreed that it was less of an issue for males than it was for women or gender diverse people.

## Safety in schools

### Describe the issue

Mob mentality and misogynistic cult bullying and toxic environments and relationships. Safety in bathrooms - vaping.

### Things that need to change are...

Education and understanding of issue.

Exposure to interactive activity e.g. talks

Support systems to improve student self-esteem, as low self-esteem drives bullying.

Student teacher relationships and engagement

Communication and greater equality and under more regulation of student action.

### We think these people need to be involved in fixing this challenge...

Teachers, student leaders, organisations to run talks, Government participation, parents

### Things that will help are...

Talks and informative programmes for students and parents

Support systems.

Community engagement for students, teachers and families.

Teachers being present, walking around, better monitoring.

### We'll know things are better when...

Improved relationships between students and teachers.

Less reported issues.

Improved wellbeing.

Safer environment and happier more confident students.

### Other things we discussed include...

Parent involvement and engagement in child wellbeing and safety to have influence on behaviours. Proactivity over reactivity.

## Summary of discussion with Commissioner

The Commissioner responded to the presentation of this issue by discussing the influence of parents, carers, or guardians on individuals. She emphasised the importance of engaging all parts of the community to bring about cultural change and asked for elaboration on the term "misogynistic" and its relation to mob mentality.

The students talked about experiencing misogynistic behaviours, such as being singled out based on gender and described how mob mentality can exacerbate these behaviours, often influenced by traditional views from parents.

The Commissioner enquired about the role of popular culture in breeding a culture that is not equal or empathetic. The students felt that popular culture, including media, songs, TikTok, and social media, can reinforce stereotypes. They point out that social media often presents a fake world that is not representative of reality.

"If you see things that go on social media, and social media is encouraging these things, it doesn't necessarily mean we should do them in school, for example, like influences on social media, doing certain activities or saying certain things that are not appropriate should not be put in our daily lives."

## Safety in public spaces and workplaces

### Describe the issue

You don't know others' intentions – no control. No accountability for the customer [in workplace]. No protection for the victim.

Students in part-time/casual work too scared to report things due to retaliation.

Safety when walking at night – I don't always feel safe.

Adults behaving badly towards children.

### Things that need to change are...

Adults need to behave better and be aware of who is around them.

More legal action and consequences.

Taking situations more seriously.

More protective action for somebody who comes forward.

Permission to deny a service to customers.

Record keeping of customers.

De-normalised physical and verbal abuse.

Promote services for support.

Better training on how to manage situations.

Education on life stories.

### We think these people need to be involved in fixing this challenge...

More police who focus on community safety.

Young adults

Business owners, departments, CEOs.

Local councils & communities

FairWork SA should show up.

### Things that will help are...

More security in public places to give people that bit of extra safety  
Safer spaces in the community to help increase connection and security.

Safety and rights for young workers.

More education for kids to know what to do when an adult with bad intentions comes up to them.

Services to support young workers

### We'll know things are better when...

More children are out on the streets because they have more trust in their community.

We have more dry zones in the streets. Have had the experience of being harassed by drunk men for how we look.

### Other things we discussed include...

Safety at parties.

Don't feel safe to go anywhere by yourself when it's dark

Scary to be around people who are drunk or high.

### Summary of discussion with Commissioner

In addition to what was written up in the summary above, in presenting to the Commissioner the students shared specific ideas about school-based presentations and education, similar to what is delivered for road safety, but about workplace safety.

The Commissioner was curious to understand if younger workers feel less safe than older workers. The students felt this was the case as they have less experience and there is a sense that you have to just 'suck it up'. Again the Commissioner noted a strong focus on education.

## Access to services for young people (especially in rural areas)

### Describe the issue

If I feel unsafe at home there are no services I can access by myself. If my parents are the issue they are not going to drive me to a therapist. In rural areas you feel isolated and far away from services. In comparison metro areas are compact and young people can walk to services if they need. For all young people access in general to things like mental health support and public transport.

### Things that need to change are...

There is no way for me to access services that I can get to independently. Ease of access for young people to travel between towns so they can feel less isolated and also have access to services. There is still stigma around mental health. Acceptance of emotional services.

Young people feel they need to solve problems themselves.

Further supports for Aboriginal students - we need culturally safe programmes and consistency.

Consistency in workers for DCP children

### Things that will help are...

A hub for services in country towns.

School mental health services in all schools.

More public transport.

### We'll know things are better when...

A young person can confidently walk into seek help (mental health etc.)

### Other things we discussed include...

Inclusive nature of schools

How even though there is a spotlight on mental health there is still stigma. Young people in rural areas want face to face supports, not just online.

## Summary of discussion with Commissioner

The Commissioner noted that the issue of stigma is one that has come up throughout the Royal Commission, and that it is an issue that needs to be addressed, particularly when it comes to help-seeking behaviour. She was curious to know what would be the ideal service to help young people feel safe, and where that might service might be delivered. Again the students emphasised the challenge in regional towns and rural areas of accessing services in their local town and not having to rely on services in distant locations that are hard or impossible to access. The Commissioner assured the students that the issue of regional or remote and rural services, and the disparity between that and the Metro service context, would be in her report.