



# Myth:

If students aren't reporting issues, our systems must be working.

**Mythbusters 1/10**  
for School Staff Discussions



# Myth:

AI tools are neutral and can be safely used in moderation.

**Mythbusters 2/10**  
for School Staff Discussions



# Myth:

Students are 'digital natives' — they know more than we do.

**Mythbusters 3/10**  
for School Staff Discussions



# Myth:

Harmful online trends only affect vulnerable students.

**Mythbusters 4/10**  
for School Staff Discussions



# Fact:

Silence isn't safety. Students may be navigating significant harm without speaking up due to shame, learned helplessness, or fear of consequences — especially when tech restrictions feel punitive.

qoria.com

Qoria



# Fact:

AI bots are trained on biased, unregulated content. Even when students use them for “fun,” they can subtly reinforce dangerous worldviews, misinformation, or co-dependence — especially in late-night, unsupervised use.

qoria.com

Qoria



# Fact:

While students may be fluent in using platforms, they lack cognitive maturity, emotional regulation, and risk assessment skills to navigate digital influence safely. Their expertise is often superficial, not strategic.

qoria.com

Qoria



# Fact:

High-achieving, socially connected students and confident personalities are also at risk. Harm often hides behind perfectionism, humour, or silence — not just visible struggle.

qoria.com

Qoria





# Myth:

It's not our role  
to interfere in  
students' digital lives  
outside school.

**Mythbusters 5/10**  
for School Staff Discussions



# Myth:

If a student is fixated on  
a game or platform, we  
should just limit access.

**Mythbusters 6/10**  
for School Staff Discussions



# Myth:

Students who act out  
online are just looking  
for attention.

**Mythbusters 7/10**  
for School Staff Discussions



# Myth:

Once we've addressed  
the incident, that's all we  
can do.

**Mythbusters 8/10**  
for School Staff Discussions



# Fact:

Online experiences shape identity, behaviour, and learning — whether they happen during class or not. Schools are a critical intervention point, especially when home environments lack oversight or digital literacy.



# Fact:

Restriction without understanding breeds resistance. Tech use is often a symptom — not the root issue. What's driving the need to escape, numb, or feel seen?



# Fact:

Attention-seeking is often connection-seeking. Many digital behaviours — posting risky content, messaging strangers, or oversharing — signal deeper needs or unaddressed wellbeing gaps.



# Fact:

Digital harm is rarely one-off. The effects are often long-term, internalised, and reputational — especially when images, chat logs, or narratives persist online or among peers.





# Myth:

Boys and girls  
experience digital safety  
risks in similar ways.

**Mythbusters 9/10**  
for School Staff Discussions



# Myth:

If we provide filtering  
and monitoring,  
we're covered.

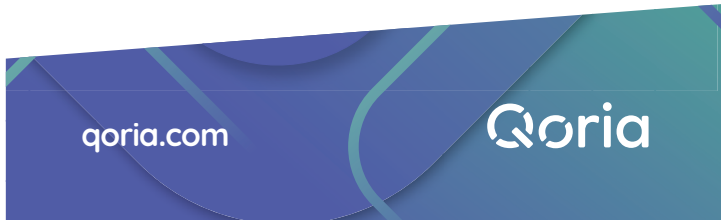
**Mythbusters 10/10**  
for School Staff Discussions





# Fact:

Risk profiles differ. Girls are more exposed to image-based abuse, covert bullying, and AI-generated sexual content. Boys are more vulnerable to online radicalisation, toxic forums, and desensitised humour.



# Fact:

Tools help, but culture matters more. Filtering can't replace conversations, student voice, or trusted adult connections. Safety is a shared, relational process — not just a technical solution.

