TECPC
Prevent Cyberbullying

TOGETHER EVERYONE CAN PREVENT CYBERBULLYING HANDBOOK FOR TEACHERS

RUMORS
teasing gossiping
insults threats
CYBER BULLYING
LIES name-calling
harassment
mean words

Title: Together Everyone can Prevent Cyberbullying Handbook for Teachers

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Introduction

About the Handbook

Since the COVID-19 pandemic, schools all over the world, teachers and students have been using social media and apps more frequently than in the past. However, although there are a lot of benefits attached to these new online trends, they are not without risks. The present Handbook is developed in the framework of the TECPC project (Together Everyone Can Prevent Cyberbullying), which raises an alarm about the existing online challenges as educators are too focused on hybrid and digital teaching platforms, ignoring the risks students face: more time online creates more opportunities for harassment. The handbook of the TECPC project looks into the present cyberbullying phenomenon and its challenges posed and caused by the recent sudden shift to online and distance learning.

The target groups of the TECPC handbook

The TECPC handbook addresses educators, counsellors, parents, students, from the primary to secondary education level; it empowers them with knowledge of how to prevent and respond to cyberbullying in the digital era, by providing specialised guidance and training. It proactively engages all actors (teachers, parents and students) in educational games and activities to learn about signs of cyberbullying and approaches to diverse cyberbullying situations.

The objectives of the TECPC handbook

The aim of this intellectual output is to offer free and easy access to educators to train their knowledge and competences concerning the pedagogical approach of preventing cyberbullying among students.

The TECPC handbook looks into the present cyberbullying phenomenon and its challenges posed and caused by the recent sudden shift to online and distance learning. The TECPC Handbook aims at helping and instructing educators on the following aspects:
- ➢ integration of cyberbullying raise-awareness activities into digital education; school curriculum; learner-parent activities;
- ➢ how to recognize signs of cyberbullying among students: reasons for cyberbullying – channels, age categories; the gravity of the psychological consequences; strategies of interventions; psychological tools and interviews;
- ➢ improve the conceptual understanding of cyberbullying: Cyberbullying in modern society – Digital Threats & ICT skills: The Impact of Cyberbullying – safety practices and standards (at home, at school and in public areas); Digital competences on how to Monitor Online Interactions; The social, psychologic impact of cyberbullying;
- ➢ provide support for teachers to recognize and respond appropriately to online violence;
- ➢ increase the capacity of school counsellors to address issues such as harassment, discrimination, violence;
- ➢ create a support system for the affected students as innovative contents, approaching cyberbullying prevention form psychological-medical point of view

The structure of the TECPC handbook
The handbook is structured in five chapters, each chapter presenting topics of interest:
- ➢ Understanding Cyberbullying/Getting familiar with cyberbullying
- ➢ Reasons for cyberbullying

➢ Where cyberbullying appears
➢ Profiles of the victim & aggressor
➢ Signs per age category (primary, secondary school)
➢ The gravity of the psychological consequences
➢ Integration of cyberbullying into the School curriculum
➢ Strategies of interventions
➢ Psychological tools
➢ Cyberbullying in digital era
➢ Digital Threats & ICT skills
➢ Safety practices and standards (at home, at school and in public areas)

Each chapter includes both theoretical and practical contents exploring scenarios (famous cases, school situations/cases collection, etc.) and solutions to be used at class. A warm-up activity is designed to set the context of the topic (quote or discussion question) and/or test educators' prior knowledge on that particular subject. The main content of the topic is presented through reading paragraphs, diagrams, and illustrations. Comprehension and Reflection questions are embedded in the text and at the end of each subchapter. Finally, each topic provides adult educators with links to additional materials, resources, and videos that could be used according to adult educators' needs. At the end of the unit, educators may complete a self-evaluation form to reflect on their progress and comprehension of the material of the chapter.

Abstract of Chapter I. Understanding Cyberbullying

This chapter aims to introduce the phenomenon of cyberbullying, clarify its definition and analyze its types. It also looks into the main reasons for cyberbullying and its channels. The chapter gives the profiles of the main actors involved: the cyberbully, victim and bystander. It focuses on the consequence of cyberbullying as cyberbullying affects not just the young victims, but also the victims' families, the bully, and those who witness instances of cyberbullying. All resources are accompanied by comprehension and Reflection/Think and discuss activities. A warm-up activity is designed to set the context of the topic (a case study). The main content of the topic is presented through reading paragraphs, diagrams, and illustrations. Comprehension and Reflection questions are embedded in the text and at the end of each subchapter. Finally, each topic provides adult educators with links to additional materials, resources, and videos that could be used according to adult educators' needs.
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Abstract of Chapter II. Identifying cyberbullying

This chapter aims to familiarize educators with a range of signs of cyberbullying enabling them to identify anyone at risk. It also focuses on differences in cyberbullying per age (primary, secondary school) and gender categories. The final section of the chapter provides educators with useful information on the risk factors for being a cyberbully, a victim or a bystander. All resources are accompanied by comprehension and Reflection/Think and discuss activities. A warm-up activity is designed to set the context of the topic (a case study). The main content of the topic is presented through reading paragraphs, diagrams, and illustrations. Comprehension and Reflection questions are embedded in the text and at the end of each

subchapter. Finally, each topic provides adult educators with links to additional materials, resources, and videos that could be used according to adult educators' needs.

At the end of the unit, educators may complete a self-evaluation form to reflect on their progress and comprehension of the material of the chapter.

Abstract of Chapter III. Intervention strategies to prevent/stop cyberbullying

This chapter aims to familiarize educators with a range of intervention strategies to prevent and stop cyberbullying. It also focuses on elaborating a school anti-cyberbullying policy and its steps to implement by providing educators with samples of best practice. The final section of the chapter provides educators with useful information on how to create an anti-cyberbullying culture in schools by developing positive teacher/students relationships (getting-to-know/feedback/respect) and promoting and encouraging prosocial behaviour. All resources are accompanied by comprehension and Reflection/Think and discuss activities. A warm-up activity is designed to set the context of the topic (a case study). The main content of the topic is presented through reading paragraphs, diagrams, and illustrations. Comprehension and Reflection questions are embedded in the text and at the end of each subchapter. Finally, each topic provides adult educators with links to additional materials, resources, and videos that could be used according to adult educators' needs.

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Abstract of Chapter IV. Cyberbullying in digital era

The exponential increase in the use, both personally and professionally, of the internet has made the problems related to the misuse of technology to have also an exponential increase. Thus, this chapter is related to cyberbullying in a digital era, as this will undoubtedly be a problem for which society will have to be aware and prepared. Literature shows us the importance of a clear and structured school policy as one of the most important tools in the fight against cyberbullying. It is essential that teachers are aware of the theories and techniques related to combating the effects of cyberbullying because only then will they be able to intervene quickly and raze awareness amongst students. Consequently, this cyberbullying prevention program must be aligned with all school policies and with the teacher training programs.

The chapter also addresses the need to teach children appropriate and acceptable online behaviors, implying teaching children how to use the Internet in a positive and safe way. This perspective brings us the notion that schools must develop critical thinking in order to develop, in students, perspectives and tools for questioning and validating information. We also address the most common digital threats, so schools are able to develop their Cybersecurity Institution Plans.

Abstract of Chapter V. Anti-cyberbullying educational resources

This chapter aims to familiarize educators with a range of anti-cyberbullying educational resources so that they will successfully use and apply them to their context. The chapter looks into hands-on materials, namely tips about integrating activities to raise awareness of cyberbullying into the school curriculum (including learner/parent activities), questionnaires identifying cyberbullying, worksheets on awareness raising (speaking about cyberbullying before it takes place, feelings & emotions, positive role models, etc.)

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and worksheets on communication (what to say & what to do) with victim, cyberbully, bystander, parents. All resources are accompanied by comprehension and Reflection/Think and discuss activities. A warm-up activity is designed to set the context of the topic (quote or discussion question) and/or test educators' prior knowledge on that particular subject. The main content of the topic is presented through reading paragraphs, diagrams, and illustrations. Comprehension and Reflection questions are embedded in the text and at the end of each subchapter. Finally, each topic provides adult educators with links to additional materials, resources, and videos that could be used according to adult educators' needs.

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Abstract of Links and support resources

Each topic developed in a chapter provides educators with additional materials, resources and videos that could be used and applied according to learners' needs.

The links in chapter 1 give readers insights into the Cyberbullying phenomenon. They focus on its definitions, differences between bullying and cyberbullying, types of cyberbullying, main reasons why children and teens cyberbully, main actors - profiles of a cyberbully, victim and bystander and its consequences.

The links in chapter 2 provide educators with further details about the signs of cyberbullying enabling them to identify anyone at risk, differences in cyberbullying per age (primary, secondary school) and gender categories as well as useful information on the risk factors for being a cyberbully, a victiom or a bystander.

The links to chapter 3 rely on articles and video clips meant to familiarize educators with a range of intervention strategies seen from several perspectives (students', parents', educators', counselors', media', etc) and case studies to prevent and stop cyberbullying. They also present best practices of school anti-cyberbullying policy and anti-cyberbullying culture and provide educators with useful tips on how to elaborate and implement them in their schools.

The links to chapter 4 provide educators with useful information on how to develop and improve their school policy on online safety and digital literacy. The materials also warn educators about digital threats & online safety skills (privacy setting/report on illegal content/fake news) and give them information on how to obtain an eSafety Label for their school.

The links to chapter 5 lead to hands-on materials, namely tips about integrating activities to raise awareness of cyberbullying into the school curriculum (including learner/parent activities), questionnaires identifying cyberbullying, cyberbullying lesson plans, worksheets on awareness raising (speaking about cyberbullying before it takes place, feelings & emotions, positive role models, etc.) and worksheets on communication (what to say & what to do) with victim, cyberbully, bystander, parents.

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Chapter I. Understanding Cyberbullying

This chapter aims to introduce the phenomenon of cyberbullying, clarify its definition and analyse its types. It also looks into the main reasons for cyberbullying and its channels. The chapter gives the profiles of the main actors involved: the cyberbully, the victim and the bystander. It focuses on the consequence of cyberbullying as cyberbullying affects not just the young victims, but also the victims' families, the bully, and those who witness instances of cyberbullying. All resources are accompanied by comprehension and Reflection/Think and discuss activities. A warm-up activity is designed to set the context of the topic (a case study). The main content of the topic is presented through reading paragraphs, diagrams, and illustrations. Comprehension and Reflection questions are embedded in the text and at the end of each subchapter. Finally, each topic provides adult educators with links to additional materials, resources, and videos that could be used according to adult educators' needs.
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Warm-up activity

Is It Cyberbullying?
Ask your learners: Are there differences between joking, being mean and bullying? What are they? Take turns sharing your idea with your partner.
Invite learners to respond and capture examples offered by learners in the three columns:

Joking	Being Mean	Bullying

Show the video **What's Cyberbullying?** and ask: Based on this video, what do you think the term "cyberbullying" means? Invite learners to respond. Guide learners to define **cyberbullying** as using digital devices, sites and apps to intimidate, harm and upset someone.

I.1 The Cyberbullying phenomenon: understanding and coverage

Learn

The use of technology in communication is a very common fact in our daily lives. Regardless of age, level of education, profession or state of health, communication through technology can no longer be avoided. People use technology to communicate, having various reasons: socializing, searching for information, writing work/school/academic/research tasks, participating in work teams with people from other countries, spending free time, self-monitoring of medical equipment through consultation online with

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various specialists (science, medicine, psychology, etc.). No one can deny the importance of using technology in interpersonal communication, despite all its shortcomings. For example, there may be misunderstandings due to cultural and language differences, communication must be in a common language, the message may be loaded with symbols/abbreviations/images that cannot always be easily decoded, and information may be exchanged/at different stages of the day of each communicator (depending on the time zone) etc. Therefore, the positive impact of the use of technology in communication cannot be ignored, so we must pay more attention to all the factors that could diminish its importance, without wanting this. Being always attentive to what we transmit using technology makes us become better and better digital citizens. Therefore, the use of technology in communication is a skill that we can gain by learning about it and practicing it.

But there are situations in which the use of technology to communicate a message is made with the intention of offending, humiliating or saddening a person.

Bullying	Cyberbullying
Direct bullying	Direct bullying
Physical (e.g. hitting):	Physical:
- Property (e.g. damaging someone's personal belongings) - Verbal (e.g. calling someone names) - Non-verbal (e.g. making obscene gestures) - Social (e.g. excluding someone from a group)	- Property (e.g. purposely sending a virus infected file) - Verbal (e.g. using the internet or mobile phone to insult or threaten) - Non-verbal (e.g. sending threatening or obscene pictures or illustrations) - Social (e.g. excluding someone from an online group)
Indirect bullying (e.g. spreading false rumors)	Indirect bullying 'Outing' of email entrusted information Masquerading, e.g. deceiving someone by pretending to be someone else - Spreading gossip by mobile phone, email or chat - Taking part in voting on a defamatory polling website

DEFINITIONS

➢ Cyberbullying is intentional, repeated acts of sending aggressive or harmful messages online to a victim with the intent to harass, ridicule or mistreat the target (Callaghan et al., 2015; Fousiani, Dimitropoulou, Michaelides, &Petegem, 2016; Mehari & Farrell, 2018; Patchin 2016; Purdy & McGuckin 2015; Waasdorp& Bradshaw, 2015; Zaborskis, Ilionsky, Tesler, & Heinz, 2018).

➢ Cyberbullying is similar to traditional bullying with the added dimension of information technologies; characteristics of cyberbullies overlap with those of traditional bullies (Mehari & Farrell, 2018; Waller et al., 2018).

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➢ Cyberbullying is referring to bullying behaviors facilitated through information technologies provide bullies some level of anonymity. This anonymity can make bullies bolder in what they say when constructing hurtful messages (Patchin, 2016; Tanrikulu, 2018; Waller et al., 2018).

➢ Cyberbullying usually takes place online through various avenues of e-communication such as instant messages, e-mails, blogs, social media pages, online games, Internet forums, and chat rooms (Waller et al., 2018)

➢ Cyberbullying is described as "being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the Internet or other digital technologies" Willard (2007)

➢ Cyberbullying is the abuse/harassment by teasing or insulting, victim's body shape, intellect, family background, dress sense, mother tongue, place of origin, attitude, race, caste, class, name calling, using modern telecommunication networks such as mobile phones (SMS/MMS) and Internet (Chat rooms, emails, notice broads and groups). (Jaishankar, 2008)

UNICEF is issuing an alert on the effects of cyberbullying on children and adolescents' physical, mental, and social health since children and adolescents are the ones who are most exposed to it and do not yet have the power to deal with it. As a result, UNICEF has redefined the concept that encompasses all three dangers, recognizing that cyberbullying is bullying that occurs via the use of digital technology. It can happen on social media, messaging systems, gaming platforms, and mobile phones, among other places. It is repeated behavior, aimed at scaring, angering or shaming those who are targeted. Examples include:

➢ spreading lies about or posting embarrassing photos of someone on social media,

➢ sending hurtful messages or threats via messaging platforms,

➢ impersonating someone and sending mean messages to others on their behalf.

UNICEF mentions that face-to-face bullying and cyberbullying can often happen alongside each other. However, cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.

MOST COMMON PLACES WHERE CYBERBULLYING TAKE PLACES
➢ Social Media, such as Facebook, Instagram, Snapchat, and TikTok
➢ Text messaging and messaging apps on mobile or tablet devices
➢ Instant messaging, direct messaging, and online chatting over the internet
➢ Online forums, chat rooms, and message boards, such as Reddit
➢ Email
➢ Online gaming communities

The StopBullying.gov platform offers a more specific definition, stating that "cyberbullying is bullying that occurs over digital devices such as cell phones, laptops, and tablets." Cyberbullying can take place via SMS and applications, as well as online in places like social media, forums, and games where people can watch, participate in, and exchange content. Sending, uploading, or spreading unpleasant, harmful, misleading, or nasty content about someone else is considered cyberbullying. It can entail disclosing personal or private information about another individual in order to shame or humiliate them. Cyberbullying can often cross the line into illegal or criminal action.

EXAMPLES
- ➢ Posting comments or rumors about someone online that are mean, hurtful, or embarrassing
- ➢ Threatening to hurt someone or telling them to kill themselves
- ➢ Posting a mean or hurtful picture or video
- ➢ Pretending to be someone else online in order to solicit or post personal or false information about someone else
- ➢ Posting mean or hateful names, comments, or content about any race, religion, ethnicity, or other personal characteristics online
- ➢ Creating a mean or hurtful webpage about someone
- ➢ Doxing, an abbreviated form of the word documents, is a form of online harassment used to exact revenge and to threaten and destroy the privacy of individuals by making their personal information public, including addresses, social security, credit card and phone numbers, links to social media accounts, and other private data.

Cyberbullying is unique to other more traditional forms of bullying because of the perpetrator's anonymity, ability to harass their victim 24 hours a day and it happens often outside school.

Criteria for defining cyberbullying

- ➢ Intentionality - the perpetrator must have the intent to harm another person in order to define this behavior as cyberbullying.
- ➢ Repetition - In the virtual context a single aggressive act can lead to an immense number of repetitions of the victimization, without the contribution of the perpetrator leading to the question whether the use of repetition may be less reliable as a criterion for cyberbullying.
- ➢ Imbalance of power - someone who is more powerful in some way targets a person with less power. The imbalance of power causes a feeling of powerlessness for the victim and also makes it difficult to defend oneself.
- ➢ Anonymity - The possible anonymity of the perpetrator is a unique feature of cyberbullying and it may intensify negative feelings in the victim, such as powerlessness.
- ➢ Public versus private - Young people consider the attack as more serious when an there is a large audience.

Conflict versus bullying

When do you know that it is about bullying?
Everyone makes jokes with their pals, but it can be difficult to detect whether someone is joking or attempting to hurt you, especially online. They'll occasionally laugh it off with a "just kidding" or "don't take it so seriously" response.
However, if you are offended or believe that others are laughing at you rather than with you, the joke has gone too far. If it persists after you've requested the person to stop and you're still unhappy, it's possible that you're being bullied.

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CONFLICT	BULLYING/CYBERBULLYING
• Equal power or friends	• Imbalance of power
• Happens occasionally	• Happens repeatedly
• Accidental	• Purposeful
• Equal emotional reaction	• Strong emotional reaction from victim; little or none from bully
• Not power seeking	• Seeking power and control
• Feels remorse; takes responsibility	• No remorse; blames victim
• Makes effort to solve problem	• No effort to solve problem

Conflict vs. Bullying – What's the difference?

Conflict

• Disagreement or argument in which both sides express their views

• Equal power between those involved

• Generally stop and change behavior when they realize it is hurting someone

Bullying

• Goal is to hurt, harm, or humiliate

• Person bullying has more power*

• Continue behavior when they realize it is hurting someone.

* "Power" can mean the person bullying is older, bigger, stronger, or more popular.

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Reflect

1. How do you define cyberbullying?

2. How is it different from traditional bullying?

I.2 Types of cyberbullying

Learn

There are 12 different types of cyberbullying:
1. **Flaming**: Online fights using electronic messages with angry and vulgar language.
2. **Harassment**: Repeatedly sending nasty, mean, and insulting messages.
3. **Denigration/ "Dissing"** someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.
4. **Impersonation:** Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person's reputation or friendships.
5. **Outing**: Outing is when the bully publicly shares private messages, pictures, or other information about the victim on the internet. This is done without the victim's knowledge or consent and is meant to embarrass, shame, or humiliate them. The information may be trivial or more private and serious, but either way, it is a form of outing
6. **Trickery**: Talking someone into revealing secrets or embarrassing information or images online.
7. **Exclusion:** Intentionally and cruelly excluding someone from an online group; blocking an individual from buddy lists and forced removal from a group**.**
8. **Cyberstalking**: Repeated, intense harassment and denigration that includes threats or creates significant fear.
9. **Masquerading** occurs when the bully, or possibly even bullies, assumes another identity to anonymously harass the victim. They may either impersonate someone else, use a real person's account or phone number, or create an entirely fake identity. Often, the bully will know the victim well if they feel the need to hide their identity. The bully may harass or cyberstalk the victim. This is typically done in an attempt to amuse themselves or humiliate the victim.
10. **Fraping** is the act of logging in to someone's social media profile and posting inappropriate content under their name. While many people consider this to be a funny joke, fraping can hurt someone's reputation, get them in trouble with family, or otherwise embarrass or harm them.
11. **Trolling** is when a bully will seek out to intentionally upset others by posting inflammatory comments online. Trolling may not always be a form of cyberbullying, but it can be used as a tool to cyberbully when done with malicious and harmful intent. These bullies tend to be more detached from their victims, and do not have a personal relationship.
12. **Sexting** is the taking, disseminating, transferring or sharing of obscene, pornographic, lewd or nude images, photographs or videos of a person. Sexting between minors constitutes child pornography and is against Paterson Public Schools policy. Sexting between students is considered a Category II offense under the PPS Student Code of Conduct in United States of America. When sending personal photos or images to another person, the sender should be aware that the photo will never be returned.

An image submitted on a social networking site will be accessible indefinitely. The same thing happens when images are transmitted to a partner. It is fairly usual for a relationship to have ups and downs during adolescence. When relationships break down, one or both young people will often try to injure their former. Many young people will utilize these sexts (messages, images and videos of a sexual nature) that were sent while things were good to get revenge at each other. These sexually graphic photographs and

messages can be sent to peers or posted on the internet by teenagers. Many young people do not understand that once something is on the internet, these images are there forever; the information on the internet is there forever.

Reflect

1. Name at least five types of cyberbullying.
2. What are some reasons why "sexting" isn't a good idea?

I.3 Reasons for cyberbullying and channels

Learn

Why do people cyberbully?

There have always been people who choose to behave like a bully and those who are unfortunate targets. But what is it that makes one not just choose to bully another online, but to engage in the act in such a relentless and cruel manner?

One theory is that cyberbullies have a hard time empathizing with others. Increased use of technology and less real-world social connection have both been linked to low empathy. However, this is only one part of the problem of cyberbullying.

A bully can also feel more powerful as a result of cyberbullying. A cyberbully can simply and efficiently unleash a torrent of anguish at any time, all from the safety and comfort of their own home, with little fear of repercussions. A lack of parental monitoring is another contributing factor, as is the desire to achieve popularity through acts they feel resonate well with their peers and associates.

Some researchers categorize the influencing **factors of cyberbullying** into four levels:
1) **Personal level**, including gender, age, personality traits, well-being, empathy, length or frequency of Internet uses, social behavior type, and digital citizenship;
2) **Family level**, including relationship between family members, parental support, family socioeconomic status, and parental supervision;
3) **School level**, including school type and teaching quality, school management, teacher-student relationship, school climate and environment, school culture, school safety and supervision, and education and training on mental health and Internet security;
4) **Social and environmental level**, including national education system, cultural norms, community influence (herd mentality), cultural differences, interpersonal (peer) relationship, work pressure, and Internet characteristics.

Cyberbullying happens for many of the same reasons as any other type of bullying, but it may be even more appealing because it can be done anonymously. In general, bullies' behavior usually stems from

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their own problems. Multiple research reports that bullies tend to have less involved parents, to be less excited about school, and to be depressed or anxious. They often have trouble controlling their emotions and impulses and find it hard to follow rules.

Here are some general causes why children/ young people may do their bullying online:

Cause 1 – the use of Internet
The use of internet and social networks increased considerably during the last decade. Different studies suggest that undergraduate students' use of the Internet is more significant and frequent than any other demographic group.
Almost 95% of youth own or have access to a smartphone (Aizenkot and Kashy-Rosenbaum, 2018, Aizenkot and Kashy-Rosenbaum, 2019, Anderson and Jiang, 2018) and 45% of youth report being online on a near-constant basis (Anderson and Jiang, 2018, Ansary, 2020).
A 2014 survey of 1006 participants in the US conducted by the Pew Research Center revealed that 97% of young adults aged from 18 to 29 years use the Internet, email, or access the Internet via a mobile device.

Among them, 91% were college students and 64% of victims who are cyber bullied know who their perpetrator is.
Also, posting photos and disclosing personal information such as passwords and usernames increase the risk to become a victim.
A technology-enabled anonymous environment provides plenty of opportunities for crime (Lowry et al. 2019). Perceive anonymity may be more pronounced because the bully does not need to have a relationship with the victim or not as identifiable as traditional bullying and the bully's perceived anonymity also increase offender motivation for cyberbullying (Barlett et al., 2016).

Cause 2 – Relationship between parents
Family conflict is another risk factor for cyberbullying, along with other anti-social or deviant behaviors later in life (Hemphill, Kotevski, &Heerde, 2015). Individuals who come from dysfunctional families characterized by abusive relationships from the parents are at a higher risk for being bullies, substance abuse, self-harm depression, and a slew of other adverse outcomes that are linked to the severities within the home (Hemphill et al., 2015; Waller et al., 2018).
➤ Exposure to inter-parental physical violence and direct bullying were significantly associated especially for girls:
➤ Girls exposed to father's violence against the mother and those exposed to mother's violence against the father were among the most likely to bully directly others compared with girls who had not been exposed to any inter-parental violence.
➤ Hierarchical multiple regression analyses revealed that bullying and victimization were predicted by exposure to inter-parental violence, especially **mother-to-father violence**, **over and above age, gender, and child abuse by the father**. (Baldry, A.C., 2003.)

Cause 3 – Child-parents relationship

Waller et al. (2018), poor parent-child relationships are associated with an increased risk of cyberbullying behaviors; unsurprisingly, poor parent-child relationships are also tied closely to aggressive behaviors and delinquency.

Authoritarian parenting styles were found to increase the risk of cyberbullying and victimization, while authoritative/flexible parenting styles have been found to decrease the risk of cyberbullying and victimization (Waller et al., 2018). This observation suggests that authoritative parenting practices are more effective than the former in successfully reducing the risk of the adolescent being the victim of cyberbullying or being a cyberbully (Waller et al., 2018).

As found by Barlett& Fennel, parents tend to underestimate how long their children spend on the Internet, as well as cyberbullying perpetuation. Barlett& Fennel (2018) suggested that parental ignorance positively predicted cyberbullying behaviors.

Parents have the responsibility to understand the risks of the Internet and make themselves familiar with using newer technology in order to provide support to their children. As suggested by Beyazir, Simsek, and Ayhan, (2017), parents who do not understand the Internet and information technologies cannot prevent cyberbullying as effectively as those who do. Researchers question whether parents enable cyberbullying among younger students by allowing them the freedom to have a Facebook, Twitter, or other social media account at a young age (Young et al., 2017).

Cause 4 – Socio-demographic, health-related, psychological or relational problems and "lifestyle"
   ➢ physical-related problem
   ➢ medical related problem (obesity, depression, chronic diseases, eyeglasses, underweight, short student)
   ➢ medium to low academic results and/or gifted children
   ➢ socio-demographic causes such as poverty
   ➢ having a vulnerable family (single parent, poor financial level, etc.)
   ➢ sexual harassment/gender orientation
   ➢ religious beliefs
   ➢ "lifestyle" – fashion, gadgets, pubs, social-groups
   ➢ the use of social networking
   ➢ online self-disclosure to other persons
   ➢ jealousy
   ➢ hate
   ➢ poor appearance and poor clothes
   ➢ envy – academic grades as predictors of cyberbullying victimization among children and youth.

Cause 5 – School-rules and Ethical Code
The ethical code is the mirror of the school' principles and education level
   ➢ positive school climates
   ➢ promoting moral values
   ➢ showing respect for humans - physical and intellectual integrity
   ➢ teaching students how to solve problems by showing how
   ➢ developing social skills – integration and tolerance
   ➢ preventing psychological problems and drama
   ➢ bullying reporting concerns mediated the association between perceived school climate and bullying victimization as well as aggressive behavior for male but not female students.

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> ➤ the importance of strengthening anti-bullying school climate to help students overcome bullying reporting concerns to achieve effective outcomes.
> ➤ the gender difference of associations between school climate and bullying reporting concerns may reflect the variation of bullying types experienced by male and female students.

NO BULLYING ALLOWED

CONSEQUENCES:
- The Bully will call their parents and tell them what he/she is doing.
- The bully and his/her parents will meet with the principal and teacher
- The bully will apologize to the victim
- The bully will lose school privileges
- The bully may be suspended or expelled from school

Cause 6 – The victim becomes an aggressor

Findings from Patchin and Hinduja (2015) speculate that victims of cyberbullying were about 12 times as likely to be cyberbullies themselves.

Cause 7 – Self-disclosure

Self-disclosure thus refers to any information about the self that a person communicates to others (Wheeless&Grotz, 1976) posting photographs and private information in their SNS account Compared to the off-line environment, online self-disclosure has been found to be deeper and occur faster than off-line self-disclosure (Barak and Bloch, 2006, McCoyd and Kerson, 2006).

This difference is attributed to the online disinhibition effect (Lapidot-Lefler, 2009), a term used to describe the lowering of psychological restraints, which often serve to regulate behaviors in the online social environment

PROTECTIVE FACTORS

> ➤ school connectedness
> ➤ restrictive parenting
> ➤ parental support
> ➤ life satisfaction
> ➤ good diet & family dinners are protective, due to the fact that dinners with family members increase the desire to share with the others information about school, peers and friends, increase cohesion and stimulate the need to look for support.

Reflect

1. Why do People Cyberbully? Name at least 5 reasons.
2. What are the protective factors?

I.4 Main actors - Profiles of a cyberbully, victim and bystander

Learn

Perpetrator of cyberbullying: A person who performs single or multiple acts of violence directed at another person, through persecution, intimidation, harassment, ridiculing others using the Internet and electronic tools such as: SMS, e-mail, websites, discussion forums on the internet, social networks and other. If they work, they reduce the self-esteem of the victim and their suffering and violation of their dignity.

Witness of Cyberbullying (Bystander): A person who does not make cyberbullying but has contact with it (through observation, receiving messages, etc.). Bystander can take different attitudes towards the cyberbullying - a reaction against the perpetrator, protection of the victim or joining the perpetrators (actively engaging in violence or passively actions, e.g., by sending/opening a message).

Victim of Cyberbullying: A person experiencing attacks against groups of perpetrators by holding, for example, negative emails or text messages. The victims of virtual violence usually feel strong shame and humiliation, despair, negative thoughts about themselves and about the world.

STATISTICS
- Among students ages 12-18 who reported being bullied at school during the school year, 16% were bullied online or by text (National Center for Education Statistics and Bureau of Justice),
- 15.7% of high school students were electronically bullied in the 12 months (Center for Disease Contol and Prevention),
- More than 40% of children have been bullied online and 90% of teens who have witnessed bullying on social media say they have ignored it,
- *American Academy of Pediatrics* in 2017 reported that students in grades 3-5 who owned cell phones were "significantly more likely to report being a victim of cyberbullying,
- The latest statistics of the Israeli Public Security Ministry revealed that 45% of children and teenagers have been involved in online bullying, either as victims or as perpetrators, and 41% said they have experienced cyberbullying, or "shaming," more than once. Of those, 18% did not report the incident.
- According to the safe organization, over 50% of American youth have experienced cyberbullying, and over 50% have been active participants. Only 10% of cyber victims tell their parents about the incident (Dvorin, 2016)
- Twenty-five percent of victims claim they have not done anything in response to being attacked online (Patchin&Hinduja, 2006).
- More than half of cyberbullying victims do not report the incidents to a parent or authority figure, citing a feeling of helplessness, humiliation, and fear of rejection as their reasons.
- 60% of Chinese youths declared that they have been cyberbullied,
- 67% of Japanese middle school students suffered from cyberbullying victimization,
- 0.3% of Korean children and adolescents experienced cyberbullying.

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Bullying and delinquency

In their article, Baldry & Farrington (2000) identified that:

➢ bullying and delinquency were more common among boys than among girls.

➢ bullying did not vary significantly with age, but delinquency increased with age.

➢ bullying and delinquency were especially related for boys and for older students.

➢ only bullies were younger, while only delinquents were older, suggesting that bullying might be an early stage on a developmental sequence leading to delinquency.

➢ only bullies and only delinquents had different parenting correlates; only bullies had authoritarian parents and disagreed with their parents, whereas only delinquents had conflictual and low supportive parents.

The role of Bystanders

➢ More than 40% of children have been bullied online and 90% of teens who have witnessed bullying on social media say they have ignored it.

➢ More than half of cyberbullying victims do not report the incidents to a parent or authority figure, citing a feeling of helplessness, humiliation, and fear of rejection as their reasons.

The bystander effect is a social psychological theory sustaining that a bystander is less likely to extend help when he or she is in the real or imagined presence of others than when he or she is alone. The term "bystander effect" refers to the phenomena in which the larger the crowd, the less likely people are to assist a distressed person. If there are few or no other witnesses to an emergency scenario, observers are more inclined to act.

The theory is also explained from the social point of view: when somebody has the intention to intervene, the bystander analyses the situation and the effects of the intervention. According to Latané and Darley, before helping another, a bystander progresses through a five-step decision-making process. A bystander must analyze the situation, observe something is wrong, classify the situation as an emergency or a scenario that necessitates assistance, determine whether he or she is personally responsible to intervene, decide how to help, and lastly put the chosen helping behavior into action. When a spectator fails to notice, define, determine, choose, and implement, he or she will not engage in helpful behavior.

Bystanders, however, are often reported to be indifferent, citing reasons such as fear of revenge (Macháčková et al 2013), low sense of responsibility or civic concerns (Runions&Bak, 2015) and reduced empathic concerns (Van Cleemput et al, 2014).

💡 **Reflect**

1. What is a cyber-bystander?

2. What is the bystander effect of cyberbullying?

3. What are the characteristics of a typical cyberbully?

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Chapter II. Identifying cyberbullying

*T*his chapter aims to familiarize educators with a range of signs of cyberbullying enabling them to identify anyone at risk. It also focuses on differences in cyberbullying per age (primary, secondary school) and gender categories. The final section of the chapter provides educators with useful information on the risk factors for being a cyberbully, a victim or a bystander. All resources are accompanied by comprehension and Reflection/Think and discuss activities. A warm-up activity is designed to set the context of the topic (a case study). The main content of the topic is presented through reading paragraphs, diagrams, and illustrations. Comprehension and Reflection questions are embedded in the text and at the end of each subchapter. Finally, each topic provides adult educators with links to additional materials, resources, and videos that could be used according to adult educators' needs.

At the end of the unit, educators may complete a self-evaluation form to reflect on their progress and comprehension of the material of the chapter.

Warm-up activity

Look at the picture showing an anxious girl holding her mobile and a parent or a teacher misinterpreting the scene.

> What is wrong with the picture?

> Do we really know what children are saying to each other?

II.1 Signs of cyberbullying: when a student is cyberbullied

Learn

Individuals with low self-control were more likely to engage in anti-social behaviour when their peer involved in anti-social behaviours (Kuhn and Laird, 2013). Similarly, Kowalski et al. (2019) shown that if

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peers engage in cyberbullying behaviours it is more likely to participate with cyberbullying perpetration and this has been studied from elementary school to college students.

Guo (2016) also confirmed that having poor peer relationships with a vulnerable to deviant or violent peer will increase the chances of being a cyberbully.

It can be difficult to notice the signs of cyberbullying since the act itself may not be visible to you due to the technology involved. There are some common behavioral signs you should watch out for, and if you spot them, try to open a dialogue with your child to ensure they are okay. If the child:

➢ seems upset after going online,
➢ seems suddenly depressed,
➢ appears to be isolating themselves from friends or family,
➢ is secretive about their phone or internet use,
➢ is uneasy about going to school or to social situations,
➢ complains of headaches, stomach aches, or has a change in appetite,
➢ has trouble sleeping at night,
➢ has lost interest in their favorite hobbies,
➢ tries to stay home from school or extracurricular activities,
➢ makes comments about self-harm or suicide attempts.

Bandura (1978) revealed that people can observe other's behaviours and reproduce the same behaviour. Hence past behaviours such as cyber or traditional bullying perpetration and victimization also increase offender motivation for cyberbullying perpetration via the learning and reproducing other's behaviours.

Warning signs a child is cyberbullying others

➢ Quickly switches screens or hides their device when you are close by
➢ Uses their device(s) at all hours of the night
➢ Gets unusually upset if they can't use their device(s)
➢ Laughs excessively while using their device(s) and won't show you what's so funny
➢ Avoids discussions about what they are doing online
➢ Seems to be using multiple online accounts or an account that is not their own,
➢ Is dealing with increased behavioral issues at school or elsewhere
➢ Appears overly concerned with popularity or presence in a particular social circle
➢ Demonstrates increasing insensitivity or callousness toward other teens
➢ Starts to hang out with the "wrong" crowd
➢ Demonstrates violent tendencies
➢ Appears overly conceited as to their technological skills and abilities
➢ Is increasingly withdrawn or isolated from the family
➢ Seems to be rejected or isolated by some groups of friends/peers/colleagues
➢ The individual has degradative attitudes towards the victims increases the likelihood of cyberbullying.

Reflect

1. How do you know that a child cyberbullies others?
2. How do you know that a child is cyberbullied others?

II.2 Differences in cyberbullying per age (primary, secondary school) and gender categories
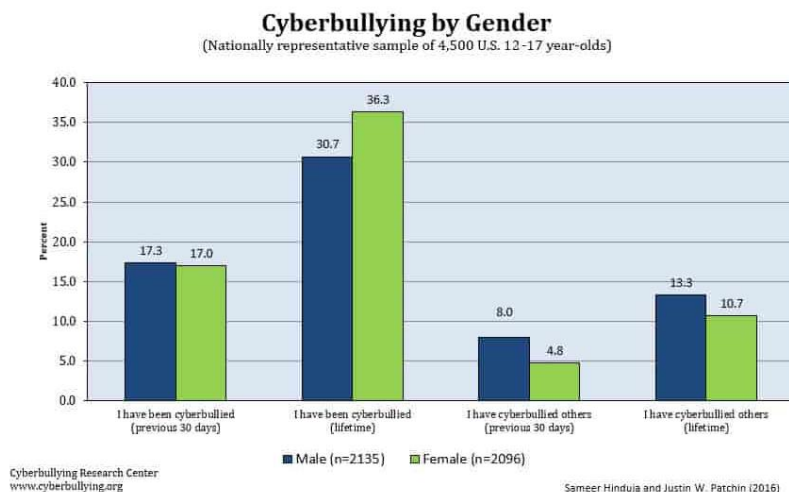
Learn

Age

Comparisons between the prevalence of traditional bullying and cyberbullying indicate that youngsters still have significantly more experience with traditional forms of bullying. By 2008, 93% of young people between the ages of 12 and 17 were online. In fact, youth spend more time with media than any single other activity besides sleeping

- ➢ Children – bullying
- ➢ Adolescents - cyberbullying

Blomqvist et al. (2020) argue that older adolescents may be less likely to disclose victimization compared to younger adolescents because of their need for increased autonomy.

Perceptions of helpfulness following a disclosure of cyber victimization may vary according to the target of disclosure because during adolescence friends and peers become more important sources of support (Nickerson & Nagle, 2005) but peers are not always regarded as effective sources of support to manage cyberbullying (Holfeld&Grabe, 2012).

Gender

Cyberbullying by Gender
(Nationally representative sample of 4,500 U.S. 12-17 year-olds)

Cyberbullying Research Center
www.cyberbullying.org

Sameer Hinduja and Justin W. Patchin (2016)

Studies prove that when it comes to bullying, boys are more prone to become victims. But scientific reports showed that gender has no importance in cyberbullying statistics of cases, but some studies proved at least 60% if bullies being girls.

Among middle and high school students, 21% of girls say they have been bullied online or by text messages, compared with less than 7% of boys.

Girls report 3 times more cyberbullying than boys, according to new report (National Crime Victimization Survey).

- ➢ Boys – more prone to be perpetrators – bullying (physically)
- ➢ Girls – more prone to be perpetrators – cyberbullying

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By the device or social media types, the list of analyzed articles showed that girls experienced cyberbullying by e-mail, internet messages, and text messages, and boys were more likely to be cyberbullied through online games.

School grade

Studies are revealing that there is a big difference between the number of students who reported cyberbullying victimization:

➢ primary schools (33%)
➢ middle school (24%)
➢ high schools (18%)

Girls and those in 7th to 10th grade are most at risk of cyber victimization (Kowalski et al., 2014).

STOPPING CYBERBULLYING

PERCENT OF 9- TO 12-YEAR-OLDS WHO WERE CYBERBULLIED (n=150) WHO SAY THEY STOPPED CYBERBULLYING BY:

Blocking the person that was cyberbullying me	60.2%
Telling a parent	50.8%
Ignoring the person	42.8%
Reporting it to the website or app	29.8%
Walking away/taking a break from my device	29.6%
Reporting it to my school	11.8%
Talking to the person doing the cyberbullying	11.0%
Any other ways not listed	5.9%
Nothing worked	2.0%
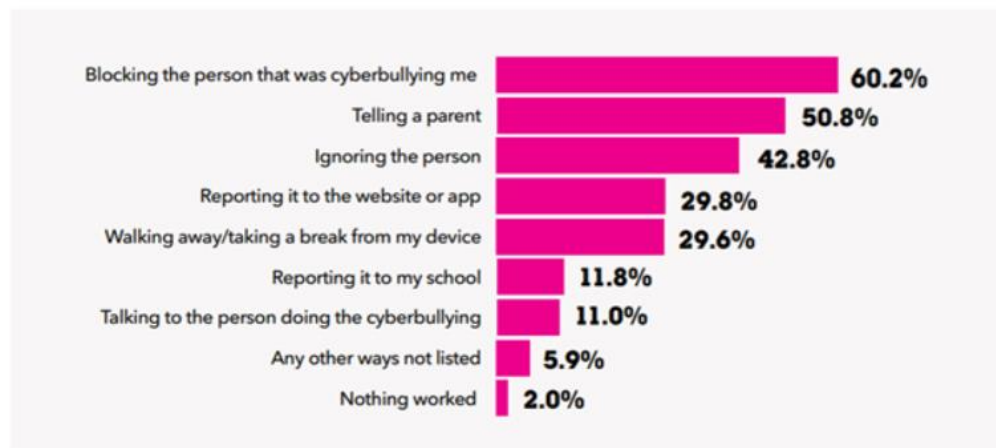
(Chart taken from *Tween cyberbullying in 2020*)

Reflect

1. What statistics have surprised you most? Why?

2. What can you say about the differences in cyberbullying per age (primary, secondary school) and gender according to your experience?

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II.3 Risk factors for being a cyberbully/victim/bystander

Learn

Cyberbullying is a very serious issue affecting not just the young victims, but also the victims' families, the bully, and those who witness instances of cyberbullying. However, the effect of cyberbullying can be most detrimental to the victim, of course, as they may experience a number of emotional issues that affect their social and academic performance as well as their overall mental health.

As teachers and parents today, you may not have ever experienced cyberbullying yourself. It may be hard to fathom how some words of text on a computer screen can lead to such trauma. After all, bullying has seemingly always been a facet of school and on the playground. Perhaps you have seen or experienced bullying when you were in school. Maybe you feel that bullying is just a normal part of school life.

You might also think that face-to-face bullying is much worse than cyberbullying since the victims of real-world bullying have more difficulty escaping their tormentors, while a victim of cyberbullying can simply turn off the computer or block a bully on a social media platform.

Unfortunately, it's not that simple. And while the effects of real-world bullying behavior are not to be dismissed, the effects of cyberbullying can actually be much worse.

The impact on life

When bullying happens online it can feel as if you're being attacked everywhere, even inside your own home. It can seem like there's no escape. The effects can last a long time and affect a person in many ways:

➢ Mentally — feeling upset, embarrassed, stupid, even angry
➢ Emotionally — feeling ashamed or losing interest in the things you love
➢ Physically — tired (loss of sleep), or experiencing symptoms like stomach aches and headaches

The feeling of being laughed at or harassed by others, can prevent people from speaking up or trying to deal with the problem. The changes might not be readily apparent at first, but as time goes on, you may notice one or more of the following behavioral changes that can be strong indicators of cyberbullying:

➢ minor/major depression,
➢ conduct problems,
➢ cyberbully perpetrating,
➢ suicidal behaviour,
➢ low-life satisfaction, (Geel, Vedder, &Tanilon, 2014; Mehari &Farrell, 2018; Zaborskis et al., 2018).
➢ poor health and low-life satisfaction (Callaghan et al. 2015),
➢ problems to develop social relationships,
➢ low self-esteem,
➢ high anxiety,
➢ high level of loneliness,
➢ somatization (physical (or body) expression of stress and emotions through the mind-body connection),
➢ sadness,

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- ➢ fear,
- ➢ psychoticism,
- ➢ poor academic results,
- ➢ high level of stress,
- ➢ post traumatic stress disorder (PTSD).
- ➢ In extreme cases, cyberbullying can even lead to suicide.

The link between bullying and suicide is well established. Bullying may not always be the main source of a problem. Due to challenges at home or a previous history of trauma, the child may already be suffering from despair or anxiety. Cyberbullying victims, on the other hand, are twice as likely to try suicide or self-harm, according to a recent study. Furthermore, according to recent figures, 59 percent of American teenagers have been bullied or harassed online, and over 90% believe it is a big problem for children their age. Even more concerning, evidence indicates that adolescent suicide attempts have virtually doubled since 2008.

Risk for self-harm
- ➢ The risk of self-harm was six times higher for the "bully-victims", five times higher for the bullied, and three times higher for the bullies, compared to the "neither-bullied nor bullies".
- ➢ The risk of self-harm in the face of being bullied was significantly greater for girls than boys.
- ➢ Depression, anxiety and parental conflict accounted for some of the association between being bullied and self-harm, and between bully-victims and self-harm.
- ➢ School behavioral problems accounted for some of the association between the bullies and self-harm and the bully-victims and self-harm.
- ➢ The relationship between the bullied and self-harm was significantly moderated by parental support and school well-being, while the relationship between "bully-victims" and self-harm was moderated by school well-being. Of course, not all adolescents who experience cyberbullying harm themselves.

The effects of cyberbullying also include mental health issues, increased stress and anxiety, depression, acting out violently, and low self-esteem. Cyberbullying can also result in long-lasting emotional effects, even if the bullying has stopped.
These effects of cyberbullying can result in enduring feelings of embarrassment. Online bullying feels more permanent, especially when it is performed through social media posts that don't immediately disappear. It can lead to overwhelming feelings of exposure and distress.
Behavioral and mental changes aren't the only effects of cyberbullying. There can be physical effects as well. Intense feelings of stress and anxiety due to cyberbullying can result in physical issues such as insomnia, gastrointestinal issues, and harmful eating patterns.
Another side effect of cyberbullying is that the victims may be excluded by others who also fear cyberbullying if they continue to remain friends with the victim. This causes the victim to become isolated and ostracized, with no one to turn to at school or at home.
It's no surprise that one of the effects of cyberbullying is also anger. The range of emotions a victim may be feeling often devolves into anger. Some children may even begin plotting schemes of revenge, as has been evidenced in incidents of school shootings and other acts of aggression performed by bullying victims that couldn't take it anymore.
The act of revenge also comes about as a way for a child to regain some sense of power because victims of cyberbullying often feel powerless to stop what is happening.

Why victims avoid disclosing the cyberbullying experience?
Disclosure is not equivalent to seeking help, as some children and adolescents may disclose experiences yet not seek help.

Adolescents who experience cyber-victimization may make judgments about how helpful potential targets will be if they disclose cyber-victimization experiences.

Blomqvistet al. (2020), Buhrmester and Prager (1995) maintain it is important to consider the target of disclosures and their perceived helpfulness for three reasons. First, the level of social support and provisions that can be offered may vary according to target and, as such, this may influence judgements about who may best provide support. Second, norms exist around the opportunities for disclosure such that there are normative expectations about the appropriateness of disclosures to different targets. Third, **previous experiences with the target provides information about how the disclosure will be received.**

Similarly, Matsunaga (2010) argues that it is necessary to consider the target of a disclosure because of unique relationship dynamics, with disclosures to peers likely to differ in interpersonal concern compared to disclosure to parents or teachers.

Why adolescents fail to disclosure?
1. adolescents may try to self-manage cyberbullying
2. concern over adult reactions to disclosure
3. adolescents may be failing to disclose experiences of cybervictimization because of self- and other-protection (fear that once they disclose their experiences, the information will be uncontrollable),
4. adolescents may not disclose experiences of cybervictimization because they perceive such behavior as normative and, as such, others do not need to be made aware of the situation.

There are **four potential reasons** for this disparity relating to why those who have previously experienced cybervictimization may not disclose their experiences.

First, similar to face-to-face bullying (deLara, 2012), adolescents may try to self-manage cyberbullying. One example of trying to self-manage cyberbullying is those adolescents who simultaneously fulfil the bully/victim role may be less likely to disclose cyber victimization because they potentially engage in cyberbullying to retaliate against their experiences (König, Gollwitzer, &Steffgen, 2010).

Second, drawing on research focusing on reasons for not disclosing bullying, one potential reason is concern over adult reactions to disclosure (deLara, 2012). When applied to cyber victimization this may translate into concerns around maintaining access to digital technology. For example, adolescents who spend a significant amount of time engaging with digital technology may fear losing their The Journal of Genetic Psychology 43 access to the technology if they disclose cyberbullying (Mishna, Saini, & Solomon, 2009).

Third, adolescents may be failing to disclose experiences of cyber victimization because of self-and other protection. Focusing on self-protection, disclosure may not be made because adolescents fear that once they disclose their experiences, the information will be uncontrollable, or that following a disclosure their social identity as someone who can meet their needs on their own will be altered (Matsunaga, 2010). Considering other protection, adolescents may not disclose their experiences because of a concern about the impact that the disclosure would have on others (Matsunaga, 2010).

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Finally, drawing on research exploring disclosure following face-to-face bullying (deLara, 2012), adolescents may not disclose experiences of cyber victimization because they perceive such behaviour as normative and, as such, others do not need to be made aware of the situation.

(Betts LR, Spenser KA, Baguley T. Describing disclosure of cybervictimization in adolescents from the United Kingdom: the role of age, gender, involvement in cyberbullying, and time spent online. The Journal of Genetic Psychology. 2022 Jan 2;183(1):40-53)

TEACHERS
In the research carried out by Jacobs et al. (2015), victims who took part in six different focus groups **approached their teachers, but they indicated such approaches were not useful, because the teachers did not do anything in response**, leading the bully **to have even more power** over their victim.

WHAT TO DO? DISCLOSURE!

MUTE - removing an account's Tweets from your timeline without unfollowing or blocking that account
BLOCK - restricting specific accounts from contacting you, seeing your Tweets, and following you
REPORT - filing a report about abusive behaviour

In September 2016, the Israeli government launched an anti-cyberbullying program to protect Israeli youth from online bullying and other cybercrimes (include hacking, identity theft, etc.). The initiative is led by the Homeland Security Ministry, and also operates an emergency center 24/7 and includes dedicated police units and a specified annual budget (Eichner, 2016)
The educational programs of the **Israeli Ministry of Education enabling educators to cope with cyberbullying recommend helping the cyber victim, namely, not standing by** but rather reporting and sharing the negative experience with others.
Adolescents described **their fear of reporting cyberbullying incidents to parents and other adults**; they claimed they would rather approach their friends, because talking about these issues with them was easier.

Depending on the severity of the situation, there are **several ways we can help** a child navigate a tricky and uncomfortable situation online with bullies:

1 • **Reach out to parents**. They may be unaware of what their child is doing and may help you resolve the situation.

2 • **Inform the teacher;** your child's teacher could be an invaluable resource in helping you and your child.

3 • **Contact the school's guidance counselor and/or administration**

Although Boulton et al. (2011) advocate disclosing experiences of bullying, recent research suggests that **it is important to consider who disclosures are made to**.

Although disclosing experiences of bullying is regarded as an effective coping strategy (Matsunaga, 2010), research has identified a mixed pattern of results concerning previous involvement in cyberbullying and the propensity to disclose future cybervictimization. For example, on the one hand some research suggests that experiencing cybervictimization reduces the propensity to disclose cybervictimization (Gustainiene&Valiune, 2015) whereas other studies have reported that repeated cybervictimization predicts disclosure (Addington, 2013). Research focusing on face-to-face bullying has reported that **children who experience face-to-face victimization and who disclosed their experiences reported that disclosure was the most appropriate strategy to reduce the bullying** (Hunter, Boyle, & Warden, 2004) **and a way to feel better and retaliate against the bully** (Dowling & Carey, 2013).

Anti-cyberbullying interventions must focus on:

1 • Digital citizenship

2 • Coping skills

3 • Education, communication and social skills

4 • Empathy

Adolescents who would not disclose cyber victimization to suggest self-management as a mechanism of dealing with cyber victimization, practitioners also need to support adolescents in acquiring self-management skills.

Considering the relative success of previous disclosures is important because the support received from teachers following disclosure of bullying predicted future disclosure (Boulton et al., 2012)

💡 **Reflect**

1. What are the effects of cyber bullying?

2. What are the four potential reasons to why those who have experienced cyber victimization may not disclose their experiences?

Chapter III. Intervention strategies to prevent/stop cyberbullying

This chapter aims to familiarize educators with a range of intervention strategies to prevent and stop cyberbullying. It also focuses on how to elaborate a school anti-cyberbullying policy and its implementation steps by providing educators with samples of best practice. The final section of the chapter provides educators with useful information on how to create an anti-cyberbullying culture in schools by developing positive teacher/students relationships (getting-to-know/feedback/respect) and promoting and encouraging prosocial behaviour. All resources are accompanied by comprehension and Reflection/Think and discuss activities. A warm-up activity is designed to set the context of the topic (a case suty). The main content of the topic is presented through reading paragraphs, diagrams, and illustrations. Comprehension and Reflection questions are embedded in the text and at the end of each subchapter. Finally, each topic provides adult educators with links to additional materials, resources, and videos that could be used according to adult educators' needs.
At the end of the unit, educators may complete a self-evaluation form to reflect on their progress and comprehension of the material of the chapter.

Warm-up activity

Zara is 11 years old. She loves spending time on social networking sites. One day, while browsing social networking sites she receives a message. The message was 'Hello my dear. I'm your mother's friend, aunt Mary. I miss your mother so much. We have not seen each other for a long time. Could you please give me your home address and your mother's phone number?

Question: How might Ellie have reacted to this situation?
Question: How can Ellie get out of this difficult situation if she has not noticed it?
Question: If Ellie is aware of her problem, how could she tell her family?
Question: What should the family do in such situations?
Question: If Ellie cannot explain this to her family and only shares it with her teacher, how should the teacher react?

III.1 Strategies of interventions

Learn

What can be done to reduce & prevent cyberbullying in educational settings has been discussed according to the **ecological system approach i**n a broad framework, starting from students and reaching the media and society dimension. Interventions that can be made or measures that can be taken are evaluated under 5 sub-headings.

Society,media & policy
Educators
Counselors
Parents
Students
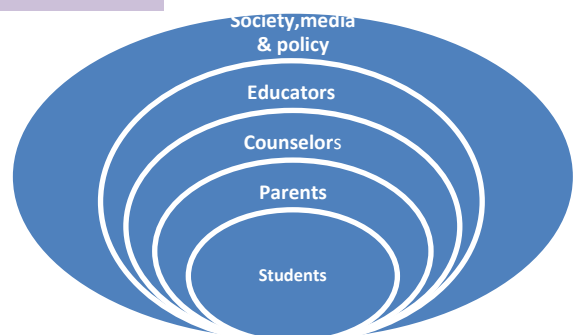
What can students do?

a. technological measures; advise students to use technological measures:

> - Not share their phone number/personal information with unknown people
> - Not share their passwords with anyone
> - Change their phone numbers, passwords, profiles and usernames when necessary
> - Block phone calls and messages from disturbing people, delete their phone numbers or unfollow their profiles
> - Not respond to threatening messages and keep those messages as evidence
> - Not chat with unknown people online, not add such people to the friendship list

b. confrontational responses; advise students not to engage in cyberbullying, either face-to-face or online.

Sometimes students may not realize that their behavior is offensive and hurtful to the other party. The most frequently recommended method is to share the experiences with a reliable adult such as a mother and father, a teacher, and to ask for the support of this adult (Topçu, Erdur-Baker, & Çapa-Aydin,2008). In order to provide peer assistance, it may be necessary to strengthen the relations between students at school.

Another method that students can use to cope with cyberbullying **is to remain indifferent and to control their emotions** (Perren et al., 2012). The most frequently recommended coping behavior is not to focus on the actual cyberbullying behavior and to ignore the cyberbullying behavior. In most cases, when the cyberbullying behavior is not shown attention, the cyberbully may be discouraged to continue his behavior and may give up on the behavior (Machackova et al., 2013). Advise students **to think first and then decide how to act** when they are cyberbullied. One should not act with a sense of revenge and should not respond to incoming messages.

What can parents do?

Some of the cyberbullying incidents take place outside school hours, especially when children are at home under the supervision of their parents. (Kowalski, Limber and Agaston, 2008; Tanrıkulu and Campbell, 2015). In this respect, parents have a great responsibility in the process of reducing and preventing cyberbullying. Thus, the need for information about what cyberbullying is and how they can protect their children from cyberbullying is of vital importance. Parents need to acquire skills in technology literacy and how to protect their children against risks in the digital world. (Basturk -Akca,Sayimer,Balaban-Tuesday and Ergun-Basak,2014)

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In order to reduce the intergenerational disparity, parents should learn about cyberbullying and develop their technology literacy skills.

Espelage and Hong (2017) stated that parents should:

➢ determine the time their children use technology (computer, smart phone, etc.) in order to protect their children from cyberbullying,
➢ monitor how their children use technology
➢ talk with their children about internet safety and privacy
➢ talk with children about cyberbullying, its types and how to protect themselves against it.

Schools must organize training programs and seminars for parents in order to develop an effective method to cope with cyberbullying. T**raining programs organized for parents about cyberbullying** raise parents' awareness of the issue and maintain their active participation in the process, resulting in a decrease in cyber bullying and victimization incidents (Farrington and Ttofi,2009). If parents want to learn about the subject, they can contact the administrators, teachers and school counselors in the schools where their children attend and request training. Sometimes universities, Provincial or District National Education directorates or Non-governmental organisations trainings or seminars are held by community organizations. It may be beneficial to follow such training courses and participate in such trainings.

Apart from these, in order to reach the information directly, they can **examine the handbooks/guides prepared on the subject or do research on the internet resources.**

It will not be enough to monitor their children's use of technology alone (Liau, Khoo and Ang, 2008). In this respect, another point that parents should consider is how they interact with their children. Parents have to build quality relationships based on trust with their children; children need to feel heard, understood and cared for.

When parents learn that their children are exposed to cyberbullying, they should be in an **engaging and supportive approach** towards their children. Children's experiences and feelings should be empathized with; they should feel understood and involved in the decisions looking for solutions.

In addition, parents should share what happened with the school and get support from the school on what can be done. (Beale and Hall, 2007):

➢ Let them know you have noticed they are feeling or behaving differently and you would like to help. Tell them that you won't be angry with them or ban them from their devices (banning can make them more lonely, isolated and rejected).
➢ Tell them they shouldn't face difficult issues on their own and that it's OK to talk to someone instead of you.
➢ Listen without judging when children talk; ask them how they feel and let them know you can understand why what they are going through is upsetting.
➢ Let them know there are ways to deal with cyberbullying.
➢ Help them to report it.
➢ Help them to update the settings and accounts so they can control the people who can contact them or see what they are doing.
➢ Encourage them to speak with a counsellor or even a doctor.

What can school counselors do?

School counselors take a more active role than teachers in providing interventions to reduce and eliminate processes that harm students' development, such as cyberbullying (Bauman, Rigby, &Hoppa 2008).

Through **comprehensive developmental guidance programs** they can help students to gain awareness of the phenomenon and learn how to cope with cyberbullying:

➢ within the framework of Comprehensive Developmental Guidance Programs,
➢ Guidance Program Applications (class guidance activities and school activities)
➢ individual planning and intervention services
➢ individual/group psychological counseling
➢ psychoeducational studies,
➢ peer assistance programs,
➢ consultation studies,
➢ orientation services, etc.

The strategies the school counselors follow the implementation of the Comprehensive Developmental Guidance Programs and can be considered in 5 dimensions:
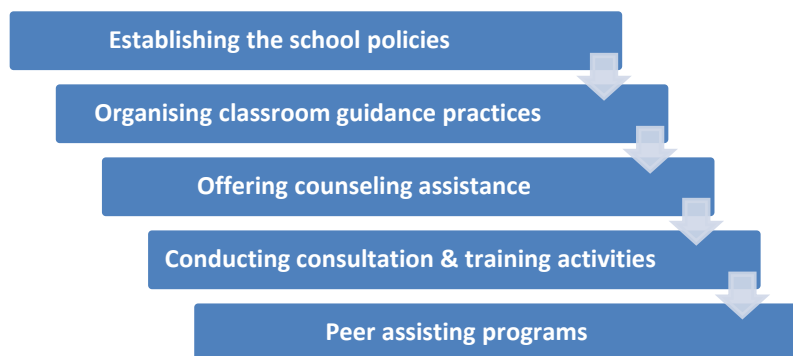
What can educators do?

➢ establish clear rules regarding cyberbullying Among the main duties and responsibilities of educators are the provision of a safe educational environment and the protection of children against all forms of violence. In relation to cyberbullying, educators first need to make sure that students use technology both at school and at home in a way that is safe and not harmful to others.

➢ create a positive school climate According to Sheras and Bradshaw (2016), methods to create a positive school climate should be preferred rather than punitive approaches in educational environments. However, in some cases, cyberbullying events may turn into a criminal element and require cooperation with the security forces.(Hinduja and Patchin,2014)

➢ participate in training on cyberbullying and safe technology use & how to discuss it with students and handle it It is also an important how competent the educators feel in the process of dealing with cyberbullying. That is why school administrators and teachers should **receive training** on cyberbullying and safe technology use as well as on the safe use of technology and effective communication with students. Educators can be supported with various visual (such as pictures, films) and written (such as brochures, articles) materials. (Jager et al., 2010). Another issue that educators should consider is to encourage students to report cyberbullying experiences or events to them, parents or adults they trust (Kowalski et al.,2008). They should take into account that students may want to give priority to their parents in sharing. Educators should have a supportive and helpful approach towards students.

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➢ engage students in their efforts to reduce and prevent cyberbullying. In particular, students can be trained through peer counseling or education programs. Such training programs can be prepared and carried out by school counselors. Peer counselors or educators can inform students about cyberbullying and ways to use technology responsibly and consciously. These studies should emphasize that cyberbullying is not an appropriate behavior and will never be tolerated (Hinduja & Patchin, 2014). They can raise students' awareness of the phenomenon through peer counseling or training courses/tutorials, videos, posters, social club or drama activities.

What can society, the media and policy makers do?

Although cyberbullying incidents are an issue that affects students, parents, educators and school counselors, society, media and policy makers have important responsibilities in reducing and preventing such incidents (Topçu-Uzer& Tanrıkulu,2018). First of all, there is a need to strengthen the perception of **digital citizenship** towards **safe, conscious and effective internet use** and **to educate the society on this issue** (Çubukçu&Bayzan, 2013). Solid training and information activities can raise social awareness about cyberbullying and develop social sensitivity towards this issue.

A conscious and sensitive society will encourage a more active participation in the process of reducing and preventing cyberbullying in educational environments and will guide policy makers in taking legal and protective measures.

It is important how cyberbullying is handled in the press and media and how the society is informed about the issue. Accurate information should be given about the subject emphasizing that cyberbullying is a multidimensional problem and, therefore, a holistic approach should be used in dealing with cyberbullying.

Another responsibility that the media should undertake is **to support the education of society and individuals on technology and media literacy.** Educational and informative content related to this can be given more space in the media. In addition, the content in the visual, audio and written media should be evaluated from a pedagogical point of view. Unfortunately, aggression and violence are included too much in these contents.

Case study

Case study	Jack
Actors involved	A boy and parents
Brief description of the case	Jack is 12 years old. He enjoys spending time with virtual reality glasses. One day while surfing the Internet he saw that the price of the VR glasses he liked was very reasonable. He immediately wrote in the messaging section of the site that he wanted to buy the Virtual Reality Glasses. The response to his message asked him to share his parents' credit card and address information, which he didn't. He immediately turned off the computer. He talked about this incident with his uncle, who advised him to speak with his class teacher at school.

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Questions	Question: What did Jack do in this situation?
	Question: What could have happened to Jack if he hadn't realized that this was an attempt at cyberbullying?
	Question: Role play the situation.
Intervention	Talk with students about what they share online. Many online services require users to provide some personal information in order to use their service. Prior to providing personal information, they should think about what can be done with their personal information and assess whether they are still happy to pass on these details. Ask them to reflect on what might happen if they share their personal information online. Spam, scams, identity theft and fraud are just some of the more serious issues they might face if they share personal information online. Ask them to consider how they can protect their personal information and if they can disclose financial information at their age. Ask them to reflect on what they would do if they are contacted online by a person they don't know: • Talk to your parents or a trusted adult and decide what to do next. • Report the messages to the social media service, game or app.

Case study	Helen
Actors involved	A student, parents, teachers
Brief description of the case	I was a victim of cyber bullying. There were four children who sent me angry messages in a chat. They started name calling and letting me know nobody liked me. It obviously was very hurtful. I immediately talked with my mother. We copied the conversation, and brought this conversation to school. They acted quickly; they talked with us about the cyberbullying phenomenon and its consequences. My teacher also told us what to do under these circumstances. She insisted that we should tell an adult about any online incidents.
Questions	Question: What did Helen do in this situation? Was it OK? Question: Role play the situation.
Intervention	Class had a discussion on cyberbullying, types of cyberbullying and how to protect themselves and how to react in such cases. Talk with children what they should do: • Don't fight back! • Don't post abusive messages. • Report it and collect the evidence. • Learn how to block the person who is bullying. • Talk to someone you trust.

Case study	Mary
Actors involved	A girl, peers and teachers
Brief description of the case	I saw something online I didn't like. I didn't feel comfortable at all. Immediately I turned off the screen but I felt very guilty about it. The next day I talked with my friend about it and we both talked with our teacher. She said that it was not my fault and what I did was the right thing to do: turn off the screen and tell an adult. We talked about this incident in class.

Questions	Question: What did Mary do in this situation? Question: Why did she feel guilty?
Intervention	The teachers wanted to know more about how students used social media. One of the teachers mentored a student research group which wrote a research paper on the topic: they did a survey among all students and found out what social medial students used. They also talked about types of cyberbullying and how to protect themselves and how to react in such cases. Tell them to reflect on such incidents (when they are feeling upset with something they have seen online). It's important to find a someone who will listen to how they feel: • a family member, like a parent, an aunty or uncle, or an older brother or sister • a sports coach or music teacher • a friend's mum • a favourite teacher at school • a neighbour. *Role play the situation.*

Reflect

1. What can schools/teachers do if they are confronted with such incidents?

2. Have you ever been as a teacher in cyberbullying situations? Share your experience with your colleagues.

III.2 Anti-cyberbullying school policy - Steps to take at school to prevent cyberbullying

Learn

Development of a school anti-cyberbullying policy
A powerful anti policy is built on a whole-school strategy in which the issue of cyberbullying is brought to light and the school provides clear guidance on how to deal with cyberbullying behavior, whether on or off line. Involving the entire school community in the development and review of the policy creates a sense of ownership, enhancing awareness of everyone's role in keeping a safe environment. Children should be consulted through a variety of channels, such as the school's Pupil Council.
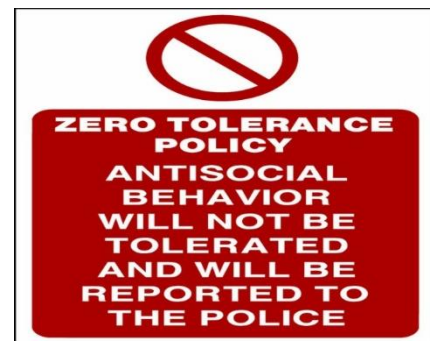
A School Anti-cyberbullying Policy should include the following key elements:

➢ A statement opposing cyberbullying – linked to the values of the school.

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- ➢ A definition of cyberbullying – a shared understanding of what constitutes cyberbullying behavior – this statement should be agreed upon by pupils, staff, parents, and carers, and should be consistent with the National Approach. This is a crucial component of a successful anti-cyberbullying effort, as it ensures that the entire school is on board.
- ➢ Systems to ensure that all staff, parents, and students are informed of policy and procedures, as well as to provide chances for all staff, parents, and students to gain a thorough understanding of cyberbullying challenges.
- ➢ Information about cyberbullying should be made available to pupils in age-appropriate formats and in a number of languages.
- ➢ Responsibilities of staff and parents/carers clearly outlined.
- ➢ Include strategies which contribute to creating a positive environment/ethos and link with positive behaviour policies.
- ➢ Use the curriculum to encourage personal development and personal achievement to broaden experience and develop the four capacities- successful learners, confident individuals, responsible citizens and effective contributors.
- ➢ The school policy should make clear how to report incidents and give clear guidelines on referral procedures, reporting and recording methods for teaching/support staff, pupils and parents/carers.
- ➢ The school policy should include an agreed approach for dealing with incidents clearly stated, including guidelines for listening to children experiencing cyberbullying behaviour, witnesses and those who are displaying bullying behaviour.
- ➢ The school policy should ensure children know procedures for getting help and support.
- ➢ The school policy should involve parents - be clear how/when they will be contacted.
- ➢ Recording/Monitoring - identify member of staff responsible for monitoring incidents and co-ordination of policy (including review of policy).

A policy should be in place **to protect staff and children from harassment and abuse** that can occur when such technology is misused. 'Acceptable usage' regulations have always focused on managing and controlling online behavior. More lately, there has been a move in the digital world to promote positive interactions and behavior. This move acknowledges educators' key role in teaching young people to be "digital citizens."

The key principles of digital citizenship that have an impact on use of mobile devices in school include:
- ➢ Digital etiquette (standards of conduct when using mobile devices);
- ➢ Digital rights and responsibilities (what people can do if they feel uncomfortable with digital communication and how they report misuse);
- ➢ Digital security (precautions that can be taken to ensure digital safety)

Key topics that may form a framework for whole school community discussion and inclusion within a policy include:
- ➢ Instructions on how to limit the use of personal mobile phones on school grounds throughout the school day, during social events, and on school outings, for example, mobile phones should be turned off and out of sight during class.
- ➢ Clear rules on how to use mobile devices appropriately for learning and teaching
- ➢ Emphasis on the need of children and staff to use mobile devices safely and responsibly outside of official learning and teaching.

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➢ Clear guidelines on the importance of maintaining privacy, including instructions that camera and video functions must not be utilized without the consent of subjects (children/staff) and special permission from school administration.

➢ Clear guidelines that images or recordings obtained by use of mobile phones should not be uploaded on social networking or other websites without the express permission of the subjects.

➢ Agreed-upon consequences for cell phone misuse that are incorporated with the school's current policies and procedures to relationship and behavior management.

➢ Procedures for the seizure and return of mobile devices are clear.

➢ Clearly defined procedures for reporting abuse inside the school, as well as the support available in the school for staff and students who are harassed.

➢ Consider circumstances when children with special needs might use cellphones, such as a young caregiver concerned about their parent's health.

➢ Clearly stated responsibility/liability for personal mobile devices in the event of theft, loss, or damage

➢ The range of methods by which the policy will be communicated to students, parents, and staff, such as a school handbook or a school website.

Policies must be evaluated on a regular basis to ensure that new employees, parents, and children are committed to the policy and to keep up with technological advancements.

	Best Practice Examples

Title of the practice	**Cyber Bullying Policy - *Çag College (the school has been awarded with the eSafety Label)***
Country	Turkey
Actors involved	students, school staff, and parents
Link	*http://www.cag.k12.tr/tr/kolejde-yasam-eguvenlik*
Brief description of the best practice	The Cyber Bullying Policy suggests a cyberbullying policy that is successfully applied in a school in Turkey. The handbook clearly states what the e-Security policy aims to: raising education standards, protecting students, parents, teachers and other employees within the scope of eSafety and developing 21 century knowledge and skills safely. It describes teachers', students', and parents' responsibilities related to the issue. It also stipulates the steps taken for a safe online communication and the use of personal devices at school. It also states that students, teachers and parents are required to participate in in "cyberbullying" seminars, which are updated and organized by the PDR department every year.
Why it is a successful intervention?	It presents a concrete and useful framework of a school Cyber Bullying Policy.

Title of the practice	**Cyber Bullying Policy - Saint John's college**
Country	The United Kingdom
Actors involved	students, school staff, and parents

Link	https://www.sjcs.co.uk/sites/default/files/styles/Policies/SJCS%20Cyberbullying%20Policy.pdf
Brief description of the best practice	The Cyber Bullying Policy suggests a cyberbullying policy that is successfully applied in a school in the United Kingdom. The handbook clearly presents the definition and the types of cyberbullying. It also states the school mission on Cyberbullying: cyberbullying is never acceptable and the school fully recognizes its duty to protect all of its members and to provide a safe, healthy environment for everyone. It describes the roles and responsibilities of the main actors.
Why it is a successful intervention?	It gives concrete and useful guidance for staff, children and parents.
Title of the practice	Anti-Bullying and Anti-Cyberbullying Policy - Bedford School
Country	The UK
Actors involved	parents, teachers and specialists
Link	https://www.bedfordschool.org.uk/wp-content/uploads/2021/03/BS014-10a-Anti-Bullying-and-Anti-Cyberbullying-Policy.pdf
Brief description of the best practice	The handbook clearly presents the definition and the types of cyberbullying. It describes the roles and responsibilities, gives concrete and useful guidance for staff, children and parents and presents the School Procedures in such circumstances.
Why it is a successful intervention?	It provides students with useful advice, counseling and support.

 Reflect

1. Why should the entire school community get involved in the development and review of the anti-cyberbullying policy?
2. Does your school has a school anti-cyberbullying policy? Who elaborated it? How did it help you create a positive school environment?

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III.3 – Creating an anti-cyberbullying culture. Developing positive teacher/students relationships (getting-to-know, feedback, respect). Promoting and encouraging prosocial behavior.

Warm-up activity

Look at these quotes. To what extent do you agree that it is essential to create a strong school community as a first step in creating an anti-cyberbullying culture? And how would you answer the question below?

How can we create a culture of respect in a cyber world?

The key to preventing and dealing with bullying – as well as protecting victims from self-exclusion – is having a strong **school community**

Learn

The only method to overcome the culture of (cyber) bullying is to adopt and rigorously implement an anti-bullying culture. However, before an anti-(cyber) bullying culture can emerge, there must be a comprehensive and widespread awareness of (cyber)bullying and all of its ramifications.
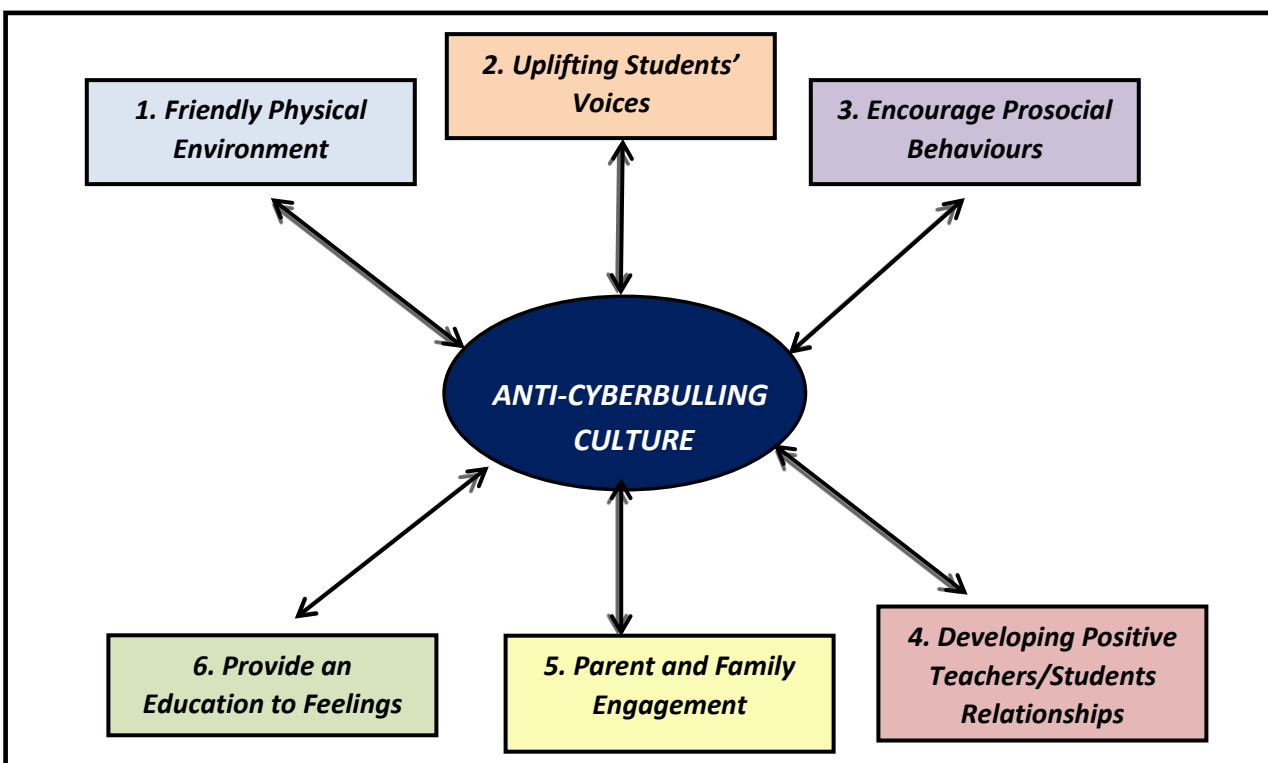
A culture of (cyber) bullying is defined as the acceptance, facilitation, or continuation of the harmful practice. Bullying culture is also fostered by how people perceive bullying and how they react to it. Some people, for example, still consider that (cyber) bullying is unimportant or that it "*simply happens.*" Others either engage in (cyber) bullying or see it but remain silent about that due to fear or other factors. Each of the previous perceptions contributes to the (cyber) bullying culture, with indifference being the most powerful enabler.
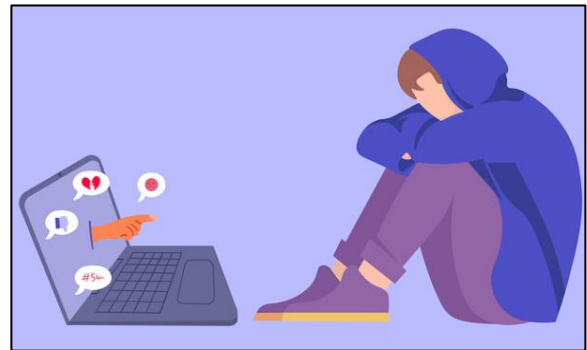
As far as (cyber) bullying is concerned, there seems to be a light at the end of the tunnel. A growing number of people are taking a stand against bullying and pushing others to do the same.

Teachers and school staff are being trained more and more. The school world is becoming aware of the importance of developing a positive teacher/student relationship as well as the importance of promoting and encouraging prosocial behavior.

It is critical to recognize that silence, apathy, and indifference are among the most significant enablers of bullying. Every time someone stands up and denounces (cyber) bullying, they are going a step closer to making it a thing of the past.

Look at the headings above. Which one do you think is the most important in order to create an anti-cyberbullying culture? Why? What do your students think?

Friendly Physical Environment

Considering that more than a sixth of the European population – including several million children – spends most of their time in public schools, the physical environment in which they work, learn, and play is crucial to foster a healthy school atmosphere that improves learning and enhances health. School-age children and youth are affected by their environments. We should ensure that all learning spaces for school-age children make them feel welcome, secure, and ready to learn. Research suggests that a high-quality environment can enhance children's social skills, learning motivation, academic achievement, and even lower levels of obesity. For these reasons, schools should invest in state-of-the-art school facilities and make the environment as friendly and welcoming as possible.

Uplifting Students' Voices

A positive school climate encourages students to take initiative, promotes autonomy, and allows students to participate in essential decision-making processes. To effectively develop a healthy school environment, consistent and purposeful attempts to engage young people in choosing and shaping what their school should be are required. Allowing students to participate in school-wide decisions promotes self-esteem and leadership abilities while also increasing the likelihood of policy adoption and overall success. Incorporating student voice into decision making can start from classrooms and then to schools.

Educators should offer several ways to create student voice opportunities: feedback forms, surveys, focus groups, photos, clubs/groups, etc and also diverse forms of participation with multiple ways for students to share their experiences; these may include asking students to take pictures and organise exhibitions, write short stories/poems, create and present project results and work, speak in public (to school board members), participate in class/school/regional debates, provide feedback on school policies/strategies, etc.

Encourage Prosocial Behaviours
Prosocial behaviors such as saying a kind word to a classmate, respecting other students' feelings, sharing books and giving advice, and protecting a bully victim are just a few examples of prosocial behaviors that can improve students' social and academic lives at school. Because children do not learn social ideals in a vacuum, educators, politicians, and researchers are increasingly stressing the school's role in helping them develop prosocial abilities. Positive activities that benefit others, motivated by empathy, moral principles, and a sense of personal responsibility rather than a desire for self-gain, are referred to as "prosocial behavior." According to child development research, schoolwide programs meant to educate and model social skills are one of the most successful strategies for schools to encourage prosocial conduct.

Developing Positive Teachers/Students Relationships
By engaging students, forming relationships, controlling the classroom, serving as positive role models for prosocial behaviors, and enforcing school rules, teachers play a vital role in creating a supportive atmosphere. Teachers establish the tone of the classroom, and teachers, more than the students themselves, are a school's most important resource in the fight against cyberbullying. When teachers are able to form strong relationships with students who are difficult to educate and have behavior issues, those students are more likely to engage in school and have fewer aggressive behaviors.

Parent and Family Engagement

The development of a strong anti-cyberbullying culture goes beyond the classroom. The engagement of parents and families with schools has a significant impact on students' social, health, and academic success. Reduced absenteeism, fewer disciplinary actions, and improved social skills can all result from effectively engaging parents and families in their children's school lives.

Provide an Education to Feelings

The inclusion within schools of a curriculum aimed at developing the emotional awareness of students is crucial for several reasons. First of all, the knowledge and management of emotional experiences are crucial for balance and psychophysical well-being.

The development of empathic capacity could increase and stimulate the manifestation of pro-social behaviors and help from the development of empathic skills could increase and stimulate the manifestation of pro-social behaviors from the group towards "weaker" peers, promoting integration and psychological well-being.

The education to feelings is therefore a significant path to better understand themselves and others, and can be integrated with the paths of roleplaying, which provides for reflection on both the emotions felt by bullies, victims, or those who witness the bullying, and on the reasons and consequences that these behaviors involve.
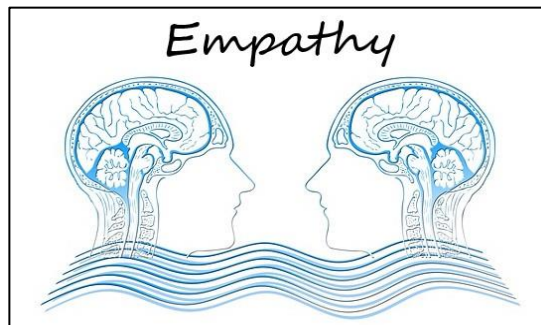
> *"Every time the individual becomes aware of his inner state, he knows himself better, since he has the opportunity to get in touch with the most intimate part of himself. Reflection on one's own and others' states of mind also allows increasing empathic capacity, which implies taking on the other's emotional perspective, that is, the ability to share the same emotions."* (Bonino S., Lo Coco A., Tani F., 1998)

A Best Practice Example

We have chosen to present a **Best practice example** that reports an initiative carried out by an Italian secondary school. It can be considered an example of best practice for the topic addressed in this chapter, both for the effective methodology adopted and for the objectives they aimed to achieve, highlighting the importance of developing a positive relationship between teachers and students and an "*education to feelings*" able to enhance young people's empathy and pro-social skills so as to prevent episodes of bullying and cyberbullying.

Best practice example	*ITIS/LS "G. Giorgi" Project:* *Prevention and contrast of Bullying and Cyberbullying*
Country	Italy
Target Groups	Primary and Secondary School Students, Teachers, Parents, Educational Staff
Project Start Date	School Year 2016/2017
Description of the case study	With the aim of preventing and combating bullying and cyberbullying, the school wanted to know the spread of these phenomena, making students and teachers fill out specific questionnaires. The next step was to create teams identified in the school environment – three teachers and two students – defined as referents of the project "*Bullying and Cyberbullying*". Once they acquired the appropriate knowledge and skills, they formed representatives of the teaching staff, parents, and students for each class of the institute. The need for this training arose from the need to have more representatives in each class, in different roles – parent, teacher, and student – who could observe the daily life from different points of view and report, possibly, episodes that could evoke acts of cyberbullying to the representatives of the project. Once the referents become aware of such events, they have the task to inform the external expert (the school psychologist) who decides and implements the most appropriate intervention to be carried out (individual meeting with the victim, individual meeting with the cyberbully, class meeting, etc.), with the aim of promoting well-being in the school context, but, above all, instilling in all those involved the development of those emotional-relational skills that are essential to establish and maintain positive relationships with the other. Indeed, the institute strongly believes that a key way to prevent bullying and cyberbullying is to strengthen students' social skills and emotional awareness through serious feelings and social education.

Objectives	The aims of the project are related to the ability to develop or improve the emotional, communication, and relational skills of students, to observe the dynamics of students in the classroom, and to support teachers and families in times of difficulty.
	Specifically, the following objectives were pursued:
	• *Short-term goals*
	Developing in school actors the ability to:
	  o Identify the occurrence of undesirable behaviors;
	  o Formulate a request for help.
	• *Medium-term goals*
	Facilitate teacher-student communication, maintain a good classroom climate, and enhance students' empathic and pro-social skills.
	• *Long-term goals*
	Developing new skills in the school for a pathway that can be reproduced over time.

Methodology and Interventions	The methodological approach is the "Question analysis". The interventions that have been carried out involve the use of the following techniques of active listening and effective communication, with actions:
	• In class;
	• Individual conversations;
	• Small group discussions.
	In order to identify the extent of the phenomenon, the students were asked, collectively and anonymously, to fill in a questionnaire including a section on general information (age, gender, socio-family situation), a section on attitudes and values, a section on experiences and behaviors related to cyberbullying (observed and/or experienced incidents).
	They also filled in the IRI (Interpersonal Reactivity Index – https://www.eckerd.edu/psychology/iri/) questionnaire developed by Davis (1980-1983) consisting of 4 subscales (fantasy-empathy; ability to adopt the point of viewof others; empathic concern; personal distress).
	This project aimed to develop community cohesion and cooperation.
	Since a school climate characterized by solidarity, participation and respect for others can act as a significant factor in preventing anti-sociality and violence. It became important, therefore, to intervene at the level of the class group to offer an education to emotions, a path that allows students to recognize their own feelings and be able to communicate them, to stimulate reflection and strategies for effective handling of strong emotions such as anger.
	One of the most relevant activities during the project was the "*Work with the class group*". Meetings were held in 20 classes, a total of 29 meetings in 5 months, which aimed to raise awareness on issues of respect, rules, respectful communication and recognition of the other.
	Group work was carried out for the strengthening of social skills, and the promotion of protective factors against bullying and cyberbullying (such as cooperation and solidarity).
	A climate of trust was created in which students felt safe to bring their own personal experiences and find in peers and adults possible support.
Results achieved	The results that have been achieved through this project are as follows:
	• Provided tools to develop a system of rules, behaviors, and attitudes that help one live well with oneself and others;
	• Provided tools to recognize their emotions and express them appropriately;
	• Provided tools to relate in a positive way with peers;
	• Provided tools to promote collaboration, support, and mutual aid interventions.

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Reflect

1. What activities on creating an anti-cyberbullying culture have you carried out? How did students react to these activities? How did they feel?
2. How did these activities help your students? Share your experience with your colleagues, asking for feedback and suggestions.

III.4 – Actors responsible for an anti-cyberbullying culture (teachers, parents, students). Reporting cyberbullying situations.

Learn

Everyone should address cyberbullying in schools. It takes the entire community and school to identify the issues, determine how to address them, and take action to stop it.

Everyone has a role to play in safeguarding the health and well-being of students, including the appropriate and safe use of technology.

If bullying (including cyberbullying) situation emerges during or after school hours, a parent's first point of call for support is generally the school. Schools will often need to take time to establish a fair and measured decision due to the complicated nature of cyberbullying events. This can be unpleasant, but it is critical to ensure that all instances of cyberbullying are handled fairly and with the appropriate consequence.

We emphasize that there is no single category that should be held responsible for preventing cyberbullying. The fight against this serious problem that many students face goes through cooperation between the social groups our students are surrounded by (at the age when they are most exposed to these difficult situations).
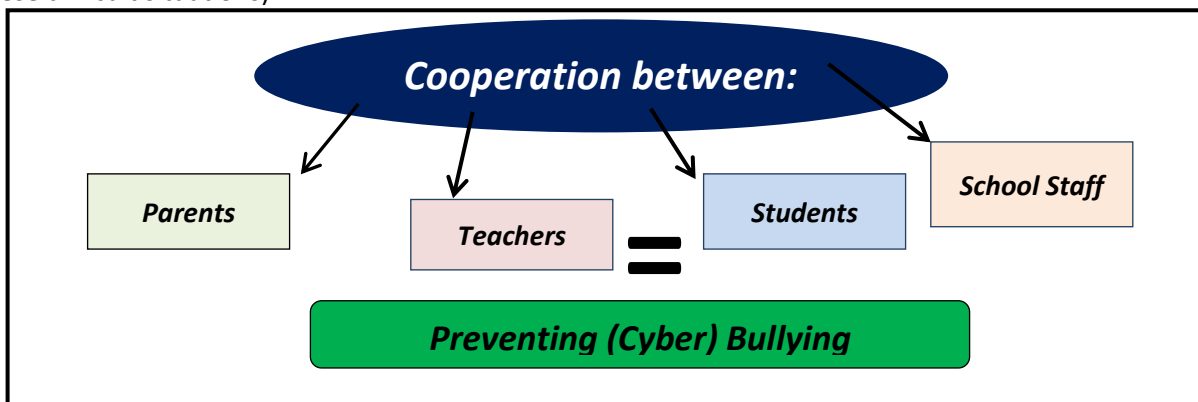
The role that cooperation between all actors plays in tackling this serious phenomenon is of paramount importance.

Furthermore, there is another aspect that is fundamental for the fight against cyberbullying: helping students to take the most important step when they have been victims or witnesses of bullying or cyberbullying: to speak out about it.

If a well-trained school staff/teachers/parents could get them to understand how crucial it is to tell about their experiences of (cyber) bullying immediately after witnessing or being victimized by it – as well as emphasize that keeping it hidden will only strongly exacerbate the problem – they would definitely have a huge impact on students' mental and physical well-being, allowing them to get over it quickly and giving them tools to develop powerful antibodies against these types of behaviors.
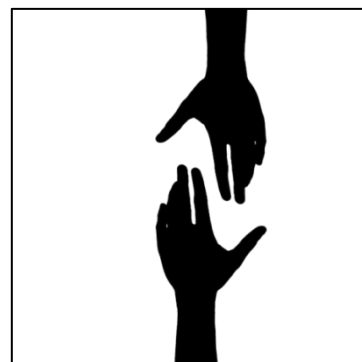
Indeed, nowadays, one of the roles of schools (and institutions in general) must be to raise young people's awareness about bullying and cyberbullying, through educational activities that allow them to learn more about the phenomenon; as a second step, schools should encourage students to share their experiences without using an inquisitorial tone as this could frighten students and, consequently, lose the relationship of trust and contact that must be established with them.

In this regard, there are and have been many projects with the aim of preventing (cyber) bullying that, although having a very good scientific basis (involving psychologists and other experts in this area), end up having a too formal and bureaucratic approach, which ultimately turn away young people and not sensitize them to the problem.

"What is the source of our first suffering?
It lies in the fact that we hesitated to speak. It was born in the moment when we accumulated silent things within us." (Gaton Bachelard)

"Staying quiet to keep the peace can be a good thing, but if the peace has already been disturbed, staying quiet won't make anything better. Summon your courage and speak up when you feel the need to." (Doe Zantamata)

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A Best Practice Example

Best practice example	Eures: Ricerche Economiche e Sociali (Economic and Social Researches) "100 Stories of Bullying: Storytelling, Awareness, Intervention"
Country	Italy
Target Groups	Primary and Secondary School Students
Project Start Date	School Year 2018/2019
Description of the case study	Within a single project action this work combined an extensive field research activity, a narrative space in which young people were able to re-elaborate in first person the experiences of bullying and cyberbullying as they directly encountered in their development, and a training intervention in schools that involved once again young people, but also their teachers. It is perhaps "the narrative" the most original contribution of the work; 100 stories of bullying and cyberbullying were selected by the researchers of *Eures* (from over 400 collected), for their evocative capacity, for the simplicity and depth of the stories and reflections. In addition, the project identified the problematic issues with precision, the profiles of the actors involved, the motivations for their actions, as well as the relationship between their choices and trust in the world of adults and institutions.
Objectives	The main objective identified by this work was to sensitize students to the importance of sharing their bullying and cyberbullying experiences and not keeping them hidden so as to alleviate their discomfort and ask for help before these experiences lead to pathological conditions. Secondary (but no less important) objectives can be listed as follows: • Help develop empathy for those who are being bullied or cyberbullied; • Reflect on personal responsibility on issues of respect, inclusion, or justice; • Dialogue about personal responsibility as actors and as spectators in the face of such situations by connecting to the various themes; • Develop skills of collaboration, self-assertion, and integrity.
Methodology and Interventions	The project was structured in three distinct actions of research and intervention moving from a phase which measured the frequency and intensity of the phenomenon among secondary school students, then collecting their experiences & re-elaborating them into ''a story'' and, finally, delivering an awareness and intervention training aimed at equipping young people with tools for knowledge, awareness, prevention and combat cyberbullying in its various stages, forms, and manifestations. In detail, the structure of the project was developed along three lines: • Sample survey among upper secondary school students; • Short story among young people in the classes most affected by the phenomenon;

• Information, training, and awareness-raising activities on a group of classes with a "high or medium-high" risk of bullying. With regard to the first action, consisting of a sample survey, researchers administered a semi-structured questionnaire, completed anonymously, aiming at measuring the presence and intensity of the phenomenon of cyberbullying in the main social contexts of reference of young people. The structure and articulation of the data collected through the sample survey finally allowed, in the statistical processing phase, to create a "synthetic index of bullying risk". The second action of the project consisted of the production of a short story by the young people of the selected classes. This story was developed on the basis of an open outline through which young people reported their experience as victims, perpetrators, or witnesses to cyberbullying, retracing both the facts and methods of such humiliating and/or violent manifestations and trying to analyze the "point of view" and the inner situation (psychological, emotional) of those involved, or trying to explain the reason for the behavior and the roles played by each of them. An "editorial committee", consisting of researchers and psychologists, has read, examined, and evaluated 557 stories, resulting in the selection of the 100 most significant, which were conceptually divided into three chapters on the profiles of "victim", "author" and "witness" of behaviors related to cyberbullying; the last chapter was in turn divided into two sections, distinguished between witness-participant and witness-narrator (not directly involved or participant in the events narrated). Finally, the third act of the project was represented by an intervention training within the classes with the highest risk indexes.

Reflect

1. How can cooperation between schools and parents be improved to prevent cyberbullying?
2. What do you think is the best way to get students to report incidents of cyberbullying?
3. Have your students ever told about episodes of cyberbullying? If so, what measures have you taken?
4. Do you think the best practice example can be applied to your context? Why? Why not?

Chapter IV. Cyberbullying in digital era

The exponential increase in the use, both personally and professionally, of the internet has made the problems related to the misuse of technology to have also an exponential increase. Thus, this chapter is related to cyberbullying in a digital era, as this will undoubtedly be a problem for which society will have to be aware and prepared. Literature shows us the importance of a clear and structured school policy as one of the most important tools in the fight against cyberbullying. It is essential that teachers are aware of the theories and techniques related to combating the effects of cyberbullying because only then will they be able to intervene quickly and raze awareness amongst students. Consequently, this cyberbullying prevention program must be aligned with all school policies and with the teacher training programs.

The chapter also addresses the need to teach children appropriate and acceptable online behaviours, implying teaching children how to use the Internet in a positive and safe way. This perspective brings us the notion that schools must develop critical thinking in order to develop ,in students, perspectives and tools for questioning and validating information. We also address the most common digital threats, so schools are able to develop their Cybersecurity Institution Plans.

Warm-up activity

"More than 4.5 billion people are using the internet at the start of 2020, while social media users have passed the 3.8 billion mark. Nearly 60 percent of the world's population is already online, and the latest trends suggest that more than half of the world's total population will use social media by the middle of this year." (We Are Social, 2020).

If you believe that you are a victim of cyberbullying Kowalski et al. (2014) defined nine intervention tips for responding to cyberbullying:

- Save the evidence: Print copies of messages and Web sites.
- For a first offense, if minor in nature, ignore, delete, or block the sender.
- Reporting: If a face or offensive profile targeting your child is set up on a social networking site, report it to the site host.
- Investigate: Monitor your child's online presence.
- Communicate: If the perpetrator is another student, share evidence with the school personnel.
- Parental involvement: If the perpetrator is known and cyberbullying is continuing, contact the child's parents and share your evidence.
- Legal advice: If the parent of the perpetrator is unresponsive and the behaviour continues, contact an attorney, or seek legal advice.
- Law enforcement: Report the cyberbullying to the police.
- Mental health support: If your child expresses emotional distress or thoughts of self-harm seek help from a school counsellor or other mental health professional immediately

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IV.1 School policy on online safety and digital literacy

Learn

According to Stevenson (2020) the huge increase in the use of technology, both professionally and socially, will have a set of effects and consequences in children and adolescent with an exponential growth in cyberbullying cases being expected. Based on this assumption, to avoid the harm of cyberbullying and other negative consequences of the misuse of technology, a holistic approach to the problem becomes imperative, fitting pedagogical values with the development of social and human competences. It is therefore essential that there is effective cooperation between different disciplines and knowledge, so that adequate pedagogy is combined with the technology to overcome this problem.

Schools are the first line of defense against cyberbullying. it is in this space that students interact socially and establish bonds with peers and adults. In many cases, teachers will be the only adults that the child or young person trusts, and it is essential that there is an adequate response on the part of the teacher. The teacher must be prepared to be able to deal with the student's vote of confidence promptly and effectively (Wachs et al., 2019).

Teachers need to promote positive social relationships and encourage interactions that develop social skills in their students. They should teach appropriate and inappropriate behaviors so that it is clear from the perspective of young people what is expected of them, and which behaviors imply disrespect for colleagues, and which have serious and negative effects on peers.

Children need to learn to interact with their peers, whether in personal or virtual interactions, in a way that they can express their opinions and feelings without hurting others. It would be relevant that a net-etiquette manual be prepared, with input from the students, so that there are always references to behavior and language.

Students who have developed social skills and who have a positive perspective of themselves and others (Fredkove et al. 2019), who feel strong, empowered, successful at school and socially accepted, are better prepared not to participate in cyberbullying (Aliyev & Gengec, 2019).

Adolescent students are at a stage where they need to feel integrated and find similarities with other colleagues. When a student with the bully profile finds someone who dares to be something different, he finds a field here to proliferate and they assign that student the role of target. Students must understand and learn to respect differences and this behavior must be encouraged by teachers and the school. when

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students learn to respect and value the difference and diversity of perspectives and attitudes, they establish paths to better relate to others and with themselves. Once again, it is up to the school and to teachers to promote the acquisition of skills to value difference and respect for others, because students who feel good about themselves and who understand, and value difference are less apt to practice cyberbullying.

But for the teacher to also feel confident in being able to help the student, it is necessary for him to feel that the school administration is also there to help him and to give him the support he needs.

It is thus increasingly clear that a clear and evident posture is needed from the School Boards that transmit the guidelines by which all the stakeholders of the educational community are guided in cyberbullying situations. For teachers and other school staff to feel confident in their method of acting, so that they can be sure that their actions are supported by school policy and that their action will be supported, school management needs to make it clear to all your staff and all students what behaviors are expected and what behaviors will have a direct and firm response.

Obviously, if teachers do not feel safe in intervening in cyberbullying situations, there will be a tendency to ignore or not act in situations that would otherwise have a direct and immediate action. It follows that, if students think that their teachers will not have an attitude proportional to the situation, they will no longer have anyone to tell and, above all, they will feel more alone and unaccompanied.

According to Wachs et al., (2019), it is up to school directors to provide their employees, teachers, and other staff with specific and adequate training to deal with this problem. However, in many schools it is difficult for their directors to notice, or to give due attention, to cyberbullying. Many school directors are technologically out of step with their students, so they are not even aware of the dimension that cyberbullying can have, nor of its consequences. In addition to this, without mastering the platforms or digital tools that students use, there will be an added difficulty in being able to combat the negative effects. It is fundamental that students can develop a healthy relationship with themselves, with others and with the school. Being able to develop healthy, meaningful, and respectful social relationships with peers is a way to promote the integral development of the student and enhance academic success, therefore, there must be an educational policy that includes the training of all those involved in the school process.

It is practically impossible to verify and control all the activities and interactions that children and teenagers have with each other and when we talk about the digital context, the problem takes on an even greater dimension. The school cannot have the will to try to restrict the access that students have at home to computers and mobile devices, so the focus must be on prevention. Children and young people must gain an awareness of the effects that bullying has on others and on themselves.

Several authors (Stewart and Fritsch (2011); Welker (2014)) argue that cyberbullying has disruptive effects on students and on their educational process, leading to academic results below the students' potential, as it affects them physically. and psychologically

A clear and objective definition of what bullying is, its negative effects and potential, is the first step that schools can take to combat cyberbullying. It is only after this phase that a strategic plan can be designed to mitigate the effects and reduce the causes.

According to Notar et al. (2013) schools need to take the following steps in formulating their cyberbullying prevention program:

➢ Define cyberbullying.
➢ Have strong policies in place (Everyone will know what they are enforcing, and it is very important because of lawsuits.
➢ Train staff, students and parents on policy and be able to identify cyberbullying when they see it and
➢ Employ internet filtering technology to insure enforcement.

At the same time, small steps can be taken:

➢ Identify locations on school grounds most likely for bullying-related behaviours to occur and caution staff to remain vigilant to identify behaviours.
➢ Draw up a list of indicators that make it possible to identify behaviours associated with victims and aggressors.
➢ Promote support and counselling groups for students who are victims of bullying
➢ Create awareness for students who are observers of this type of behaviour, who must establish empathic ties with the victims, this being a clear, but non-aggressive way of showing the aggressors their repudiation of what happened.
➢ Design, collaboratively between school staff and students, rules of behaviour, both on the school campus and online, could also be paths that the school should follow.
➢ Establishing a School Etiquette and an Online Etiquette will allow students to know which behaviours are expected and which are incorrect, and, at the same time, create in young people the perception that their behaviour is monitored and that there is a concern with these situations and problems.

💡 **Reflect**

Does your school have an anti-bullying or anti-cyberbullying formal policy? Is this policy clear and accessible to all stakeholders in the school community?

IV.2 Digital Threats & Online safety skills (Privacy setting/Report on illegal content/Fake news)

Being able to timely identify a victim of cyberbullying is a concern for both parents and schools. There are some signs that can help to recognize that a child or young person is being cyberbullied, but frank dialogue and inter-trusting relationships are the pillars of any fruitful dialogue.

If a child exhibits sudden behavioral changes and clearly changes the way they handle their mobile devices, this could indicate that there is a situation of cyberbullying. We must pay attention to: Suddenly no longer using their devices, or using them much more than normal

• Seeming upset, angry, or down after using social media or gaming

- Reclusive behaviour, including trying to avoid school or social events
- Avoiding discussing their social life, both online and off
- Negative mood swings, problems in school, depression

According to O'Neill & Dinh (2015) digital education implies teaching children how to use the Internet in a positive and safe way.Online safety is an increasingly relevant content to be added to the school curriculum. Teaching students how to interact and behave on the internet not only adds knowledge about security but also teaches them to be a better internet user.

Initiating a frank dialogue with students about online safety and their digital skills is a strategy that will allow them to develop awareness of good online practices.

It is also considered increasingly important that students are able to develop critical thinking, in order to be able to think for themselves and elaborate significant analyzes of the surrounding situations. To be able to analyze the situation and think critically, students need to:

- Analyse and evaluate information and arguments
- See patterns and connections,
- Identify and build meaningful information
- They then need to apply it to a real-world context and be able to put it in their own words.

It is fundamental that school addresses critical thinking. With increasing access to information and with so much false or non-valid information, the next generations need to develop perspectives and tools for questioning and validating information. Teaching students to raise questions and maintain a skeptical perspective of the information found online is a way to enhance the development of their own opinion and reasoned perspectives.

Students who have a more developed critical thinking and who are already able, with some ease, to put themselves in the other's shoes, will more easily be able to establish stable social relationships, which are based on understanding the other and empathizing. These students will, in our view, be less susceptible to bullying or cyberbullying, to being neutral observers and even to being helpless victims.

As adults, we must bear in mind that children and young people have the right to access safe and appropriate virtual environments that allows them to develop harmoniously and respectfully. Online content has the potential to develop learning and communication skills and it is essential that we equip young adults with tools that allow them to navigate safely. We want responsible and effective students, so they have to feel safe in ways in the virtual context.

Reflect

Online safety should be, explicitly, part of the school curriculum and be approached transdisciplinary by various disciplines, in order to increase the range of safety procedures adapted to different contexts. Would "What to do if..." scenarios related to online safety be useful in your school context?

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IV.3 How to obtain an eSafety Label for your school?

Learn

Introduction

In this section of the handbook, we will be reviewing the process a school must follow in order to obtain an eSafety Label.

The eSafety Label (eSL) is an accreditation and support service for schools.

It is aiming to be used by schools that want to integrate to the teaching and learning experience they offer, a secure and enriching environment for safe access to online technology, while providing an online environment and community.

The eSafety label website is a great source for teachers, heads of schools and ICT administrators that want to evaluate their school's online safety, act towards improving and reinforcing it, while sharing good practices among their peers.

The label (accreditation) is awarded to schools that meet the criteria for online safety levels, according to areas of strength and weaknesses on:

- Infrastructure
- Policy
- Practice

Using the criteria set in the above mentioned areas, schools are able to review their own eSafety standards, against national and international ones.

The eSafety Label was launched in 2012 and is a European Schoolnet initiative which started with the cooperation of Kaspersky Lab, Liberty Global, Microsoft, Telefonica and European Education Ministries from Belgium-Flanders, Italy and Portugal. eSL is currently active in 38 countries. Contact information of National Coordinators are available after registration on the platform.

Additionally, the project eSafety Label+: "Become the next eSafety Champion", funded by Erasmus+ was developed under the eSL umbrella. The project started on September of 2017 and ended on December 2019, managing to help cultivate an online community of European teachers, heads of schools, IT advisors, IT counselors, and other school actors. The community is until today able to support the continuous professional development of school staff, providing schools the opportunity to have a safe and responsible digital future.

All the sources mentioned in the next pages of the handbook are derived from the official site of the label https://www.esafetylabel.eu/ . If you have any questions about the process, you can contact:

- esafetylabel@eun.org , for general comments or questions
- The National coordinator (after registration). for specific questions about the accreditation process
- support@esafetylabel.eu , for technical issues

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For any discrepancies between this section of the handbook and the official eSafety label guides and information, consult the official source material.

Reasons for the school to go through the process

The schools' environment is rapidly changing. Not long ago, students and teachers had minimal contact with interactive technological machines, such as computers, while at home or the school premises.

Everyday life has changed as much, that most people carry a small computer with them. The school has and will be adopting more ICT (Information Communication Technologies) and Internet usage into their curriculum as individual classes and to update existing ones. With these in mind, the school must focus on fostering an up-to-date learning and teaching space.

When using the newly integrated technological tools, school staff and students must be aware of the criticalities faced. They must be equipped with the necessary material, with regards to Infrastructure with the clear guidelines, regarding Policy and Practice. A few of the many issues that arise are:

- Cyber-bullying
- Malware infection
- Privacy break

If a school decides to proceed with the assessment of their eSafety, using the vast array of learning and networking opportunities the eSafety Label provides, their school's environment can become a safe and welcoming space, with modern education and pedagogy at its forefront.

Teachers, heads of schools and ICT administrators, can compare and review, against national and international standards:

- How to provide safety online for persons associated with the school
- How to evaluate their school's online safety
- How to take action to improve it
- How do other school staff handle similar situations

Steps

In the next pages you will find all the steps a school must take for the eSafety Label.
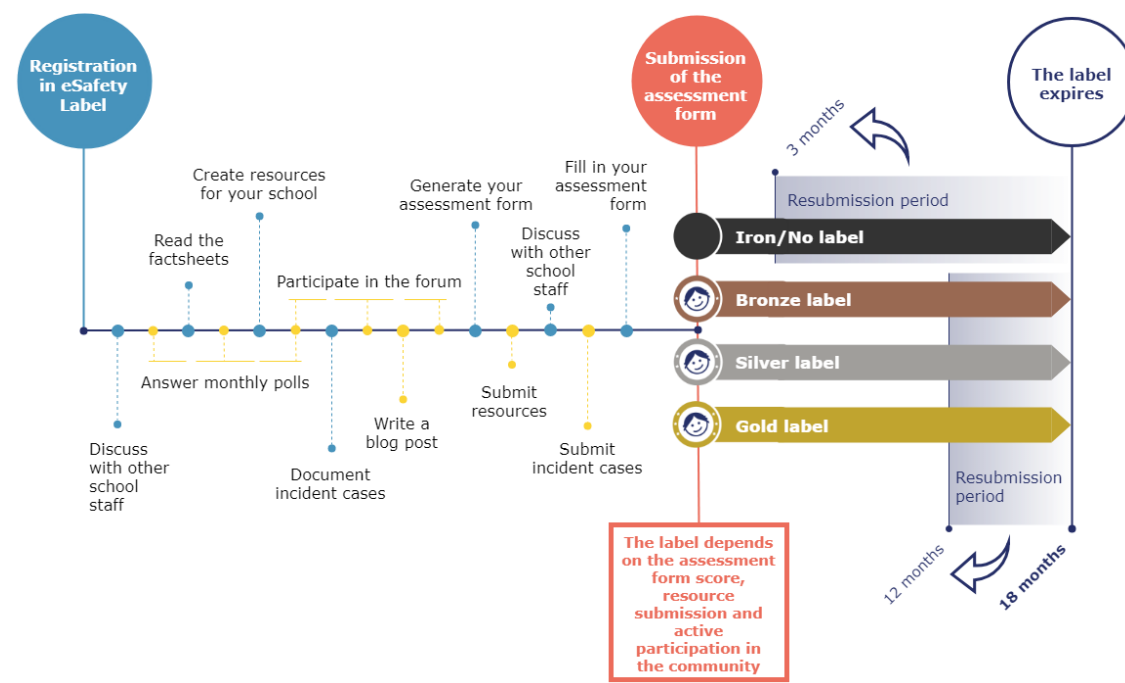
The graph above indicates the steps to be taken by the school staff in order to qualify for the label, which are explained in detail on the next pages.

Registration

The Registration process takes about 5 minutes to complete.
At the landing page of the e-safety label, you can see a button that indicates "Join us"
Fill the spaces with the initial information requested and click Submit
A few minutes after submitting the information, you will receive an email from esafetylabel@eun.org to your declared e-mail, confirming your registration. We suggest to also check your spam folder.
On the email you will receive, you will find useful information about your account and links for the Next Steps and on How to get the e-safety Label.
Most links won't work for the time being.
You can then go back to the landing page and press Login in at the top right corner
Fill in your Username and Password from your Registration and Press Login

As soon as you Login, the page will re-direct you for you toSetup your account.
The same page can be assesses by clicking on the top right corner the Members Community
Press on the User profile to access your profile
If you have already logged in, the link from the e-mail, will land you to the same page.
You can later access your profile by clicking on your name at the top right corner
Then, click on the Edit profile and Upload a picture

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Edit your Information next to your name
After you click edit, you will notice that your First name and Family name are already filled in. The rest of the information requested are:
Mandatory:

- Salutation
- Country
- Describe yourself

Optional:

- Mother Tongue
- Other spoken languages
- Website

The next step is to add your organization, UnderMyOrganisations
At this point you will be able to search for your organization by Country,Region and Town
If your organization appears with the search, press" This is my organisation"
If your organization is not registered yet to the platform, you are able to add it on the spot, so that you and your colliges and students are able to declare it.
Press I did not see my organisation
Select Yes at the pop up question and add your organization details.

Your Registration is now complete and you are able to browse the site on its entirety, including the community and the precious resources provided.

Preparation before and during the process
The members of the school staff can easily start learning about internet safety through the platform. The platform provides resources on the matter at hand for all levels of understanding. Community engagement is a big portion of the actions the school has to take to attain the label, so make sure you consult other members of the community before publishing your work on the site. For your preparation:

- *Read the factsheets*:   The eSafety Factsheets are divided into the same categories that the self-assessment is divided: Infrastructure, Policy, Practice

Each category is divided into sections providing explanatory text of each section, easy to understand Guidelines and checklists, having a holistic approach for all school stuff to start or continue with their education on eSafety.
As the makers of the eSL suggest, you are able to start learning through the factsheets and discuss with other members on the forum about any questions that may arise.

- *Create Resources for your school*:   After reading the factsheets and while discussing with other school stuff, from the community, you can create your own resources for online safety. A few examples are:

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- o Videos
- o Brochures
- o Booklets
- o Workshops
- o Lesson plans
- o Campaigns
- o Gadgets
- o eTwinning projects
- o Posters

By creating resources, you will not only gain points for your accreditation's final score, but you will help the members of your community in their journey to learn and teach eSafety.

- *Document Incident Cases*:   When a real online safety incident, such as
  - o cyber-bullying
  - o malware infection
  - o privacy break

occurs in your school, make sure to fill out the Incident handling report. The report is anonymous and it will help school staff around the world with managing similar events. As mentioned in the Incident handling section of the factsheets (under Practice) a part of the school policy/staff handbook should include an incident handling procedure that all staff should be aware of.

When an incident occurs you will be able to review it, step by step. The factsheets are a great way for guidance through the review and its handling, as well as updating the procedure, if any good or bad practices took place.

Discuss with other school staff

A big part of the process of acquiring the e-safely label for your school, is to be an active member of the community. The main ways to take part are the following:

- *Answer monthly polls:* Every month, there is a poll appearing on your dashboard, regarding e-safety. You can make your opinion known to the other members discuss on the topic of the month.
- *Participate in the forum*: The forum fosters a plethora of threads about safety on the internet, events and educational resources. You can interact with other members by engaging with an existing thread or creating a new one. For example you can ask for information on the assessment form or share your plans for an event you have prepared for your school (ex Anti-cyberbullying day) for feedback from more experienced teachers in schools throughout Europe and Internationally. The community can also help you shape your Resources before you submit them.

- *Write a blog post:* You can now prepare your first blog post. Did you organize an event at your school? Was it successful? Did you apply one of the educational material resources during class? Notify the community and inspire them to organize a similar event or class!

The Assessment Form

When you feel confident you have understood the material provided by the factsheets, created resources for your school and documented incident cases, while engaging with other members of the community, you can move forward with the assessment form.

- *Generate your assessment form*: After login in the site you can find the Generation of the form under the tab Community. It is available in seventeen (17) languages.
- *Submit Resources*: All the resources created (for example Blog post, Videos, Brochures, Booklets, Workshops, Lesson plans, Campaigns, Gadgets, etwinning projects, Posters) should be submitted on this step. Upon completion, you could engage with members of the platform that helped you create them on the forum. You could also suggest them in relevant threads, so that other school staff can be helped.
- *Submit incident cases*: The documented Incident Cases can now be submitted according to the report provided. The Reports are anonymous, in order to protect the parties involved and make sure more members are inclined to publish them, without risking compromising the persons involved.
- *Fill your assessment form*: The assessment requires reflecting on the work done and judging how well the performance was, in relation to the assessment criteria (self-assessment). It consists of thirty(30) questions on the topics of Infrastructure, Policy and Practice
- *Submission of the assessment form*: Once you have answered the questions on the form and uploaded any relevant documents on the last tab, you are ready for the submission.

Do not forget: Community engagement is one of the core elements of the e-Safety Label, so make sure to be active before and after the submission.

The label depends on the assessment form score, resource submission and Active participation in the community.

Final Result

The eSL is designed to help the members of the community build capacity, with the involvement of experts, who are able to provide guidance on the accreditation process and issues related to online safety.

After the submission of a self-assessment form a score is assigned by a National Coordinator.

The score is based on:
- The answers to the 30 questions
- The Level and Quality of Activity on the Community
- The Submitted Incident Cases
- The Submitted Resources

According to the assigned score, the school will gain one of the following labels:
- *Iron Label*:
  - Score: Less than 22 points
  - Resubmission Period: 3 months

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- o Tips: You can work on the suggestions from your Action Plan (personalized), revisit the factsheets and the resources for more information and reapply
- *Bronze Label*:
  - o Score: More than 22 points, with a minimum of 5 points in each of the 3 categories
  - o Resubmission Period: 12 months
  - o Tips: Read the Action Plan carefully and fully commit to the implementation of the suggested actions. Continue the engagement in the community and try again
- *Silver Label*:
  - o Score: At least 44 points
  - o Resubmission Period: 12 months
  - o Tips: The school can work on slight improvements on resources, incident cases and the answers in the Assessment Form and increase its activity on the platform
- *Gold Label*:
  - o Score: At least 55 points
  - o Resubmission Period: 12 months
  - o Tips: To be awarded this label, your school must provide efficiently support for parents and outreach to other schools while online safety must be embedded within the school curriculum for all pupils. You can maintain that level of high standard for online safety in all areas and reapply before the label expires

The label expires after 18 months.

Reflect

Can your school create an educational environment with safe access to online technology? How do school procedures of e-safety help with the prevention and management of Cyberbullying incidents?

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Chapter V. Anti-cyberbullying educational resources

This chapter aims to familiarize educators with a range of anti-cyberbullying educational resources so that they will successfully use and apply them to their context. The chapter looks into hands-on materials, namely tips about integrating activities to raise awareness of cyberbullying into the school curriculum (including learner/parent activities), questionnaires identifying cyberbullying, worksheets on awareness raising (speaking about cyberbullying before it takes place, feelings & emotions, positive role models, etc.), lesson plans and worksheets on communication (what to say & what to do) with victim, cyberbully, bystander, parents. All resources are accompanied by comprehension and Reflection/Think and discuss activities. A warm-up activity is designed to set the context of the topic (quote or discussion question) and/or test educators' prior knowledge on that particular subject. The main content of the topic is presented through reading paragraphs, diagrams, and illustrations. Comprehension and Reflection questions are embedded in the text and at the end of each subchapter. Finally, each topic provides adult educators with links to additional materials, resources, and videos that could be used according to adult educators' needs.

At the end of the unit, educators may complete a self-evaluation form to reflect on their progress and comprehension of the material of the chapter.

Warm-up activity

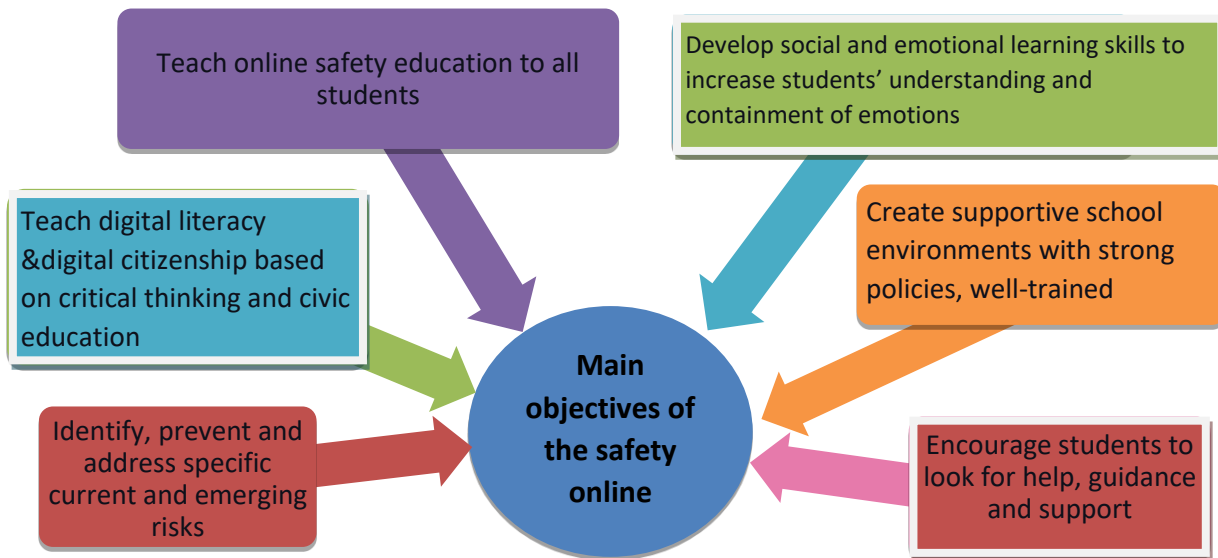Look at these quotes. To what extent to you agree with them?

"If you're insulting people on the internet, you must be ugly on the inside." — Phil Lester

V. 1 Tips for teachers about integrating activities to raise awareness of cyberbullying into the school curriculum (including learner/parent activities/lesson plans)

Learn

Online safety education should be incorporated into the regular curriculum rather than organizing an extra session once a year. Activities related to appropriate Internet use and safety are useful and relevant in all classes as modern technology has become a staple in schools nowadays. Integrating these activities into the curriculum can enforce and reinforce positive online norms and can address issues of concern.

The most effective school approach to online safety is to treat it as a whole school community issue. The approach tackles online safety issues via activities ranging from discussions, debates, games, role-playing, etc. across the curriculum whenever and wherever children use technology regardless of the school subject. Practical whole-school approaches for primary and lower secondary schools promote student wellbeing, spiritual, moral, social and cultural development and prevent student harm.

Online safety education builds knowledge and skills across the curriculum. It includes technical and relational (interpersonal) aspects needed to navigate digital environments, use technology safely and respectfully, and identify risks and report concerns.

Teach online safety education to all students

Develop social and emotional learning skills to increase students' understanding and containment of emotions

Teach digital literacy &digital citizenship based on critical thinking and civic education

Create supportive school environments with strong policies, well-trained

Main objectives of the safety online

Identify, prevent and address specific current and emerging risks

Encourage students to look for help, guidance and support

Reflect

1. What is the most effective approach to digital education? Why? Have you ever integrated online safety activities in your teaching? Share your experience.
2. What are the main strands in integrating digital education into the school curriculum?
 Read the following tips and compare them with your suggestions.

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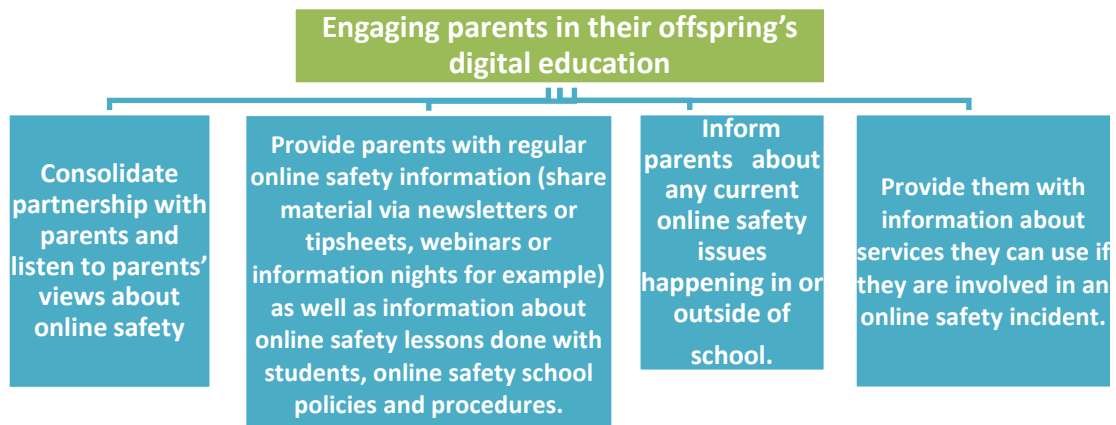Erasmus+ Programme
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The first step to start when creating a safe school environment is to *assess your current practices* to identify strong and weak areas with an online safety self-assessment tool.
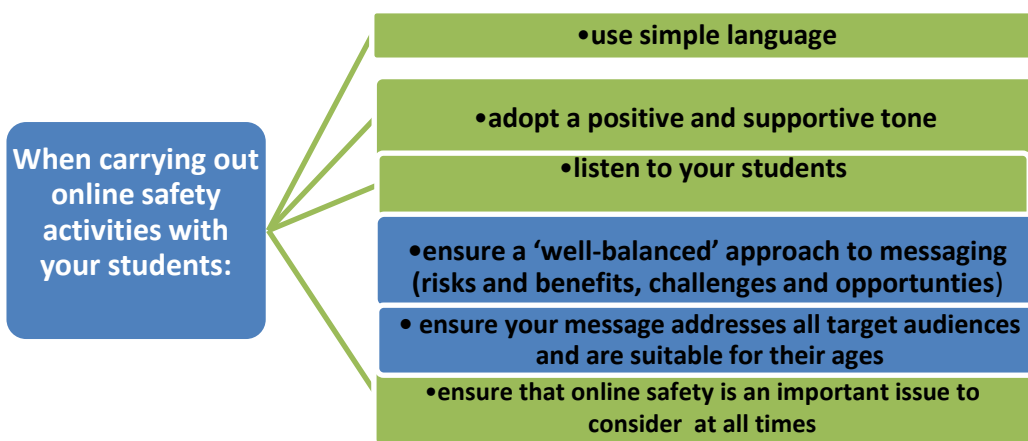
➢ Establish a team of staff members to be in charge of online safety and act as a contact point for staff, students and parents when reporting online safety issues.

➢ Ensure school online safety procedures are part of the legal and policy framework of the school and consistent with national laws and policies (relating to child protection, mandatory reporting, work health and safety, privacy, wellbeing, anti-bullying, behaviour management and codes of conduct).

➢ Ensure students are positively engaged online and know their rights and responsibilities in safe online communities.

➢ Expose students to examples of respectful online relationships, help them to identify and establish personal online safety boundaries and learn some of the basic skills for being safe and secure online (i.e. why it is essential to Ask, Check and Think before acting in the digital world).

➢ Support students to practice their communication, problem-solving and conflict-solving skills, off and online. Support students to become 'up standers' and support their peers online.

➢ Encourage teachers to build online safety concepts (students' rights to digital protection, digital provision and digital participation) into lessons, where relevant, through a range of online safety education activities at every year level/ stage of learning.

➢ Include in the school's approach age-appropriate activities meant to raise students' awareness of the online risks, challenges, benefits and opportunities. Also, incorporate students' effective help-seeking activities into the lesson plan, so students learn to practice and apply their help-seeking skills both off and online.

➢ Engage students in the design, development and implementation of online safety programmes. Thus, they can provide relevant examples from their online experience, which you can use when designing learning experiences.

➢ Consider establishing a community of practice with other schools to share successes and challenges and find solutions to online safety education.

Reflect

1. How can you engage parents in their offspring's digital education?
2. Read the following tips and compare them with your suggestions.

Engaging parents in their offspring's digital education

Consolidate partnership with parents and listen to parents' views about online safety	Provide parents with regular online safety information (share material via newsletters or tipsheets, webinars or information nights for example) as well as information about online safety lessons done with students, online safety school policies and procedures.	Inform parents about any current online safety issues happening in or outside of school.	Provide them with information about services they can use if they are involved in an online safety incident.

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When carrying out online safety activities with your students:

- •use simple language
- •adopt a positive and supportive tone
- •listen to your students
- •ensure a 'well-balanced' approach to messaging (risks and benefits, challenges and opportunties)
- • ensure your message addresses all target audiences and are suitable for their ages
- •ensure that online safety is an important issue to consider at all times

Example of Activities for Primary school

Activity	Description
Safe clicking	Explain that the Internet is a great place to find lots of interesting things. This first activity is about finding information on the internet and clicking on safe links. Go to the site https://kids.nationalgeographic.com/animals/ and demonstrate how to search for information about an animal by clicking on some of the links. Explain that text and images on a page can be clicked on and lead them to more information. Click on "Mammals": you'll move to another web page focusing on different mammals. Scroll to "African Elephant." Explain to the students that it is safe to click on links or images recommended by a trusted adult. Encourage them to find information about their favourite animals.
The puppeteer and the puppet	Tell students a short story you know well (e.g., Little Red Riding Hood) using a hand puppet. Use a frame and film yourself telling the story with only the puppet in the frame. When you've finished, show students the film of the puppet. Ask: How was it different watching you in person and watching the film on screen? When they watch in person they see the puppeteer and the puppet. Whereas when they watch the film they see only what the puppeteer wants them to see: the screen. Explain that this is what may happen online; they are not given the whole information, they don't see the whole picture and they have to look for the missing parts.
Searching on the internet	The point of this activity is to simulate what students will or should be doing at home: surfing the internet with an adult but having some control of the information they get from the Internet. Explain the following scenario: you went to your friend's birthday party and ate this fruit the name of which you don't know. Tell students you will find the name of the fruit by using the internet. Consider the main features of the fruit: large size and spiky, hard outer shell, pungent smell, custard-like flesh with large seeds. Use kid-safe search engines (Kiddle, KidRex or KidzSearch) and search. Highlight how quickly you found what you are looking for.

Example of Activities for Lower secondary school

Activity	Description
Cyberbullying thermometer	Students learn different types of cyberbullying behaviour. This will enable students to understand what acceptable and unacceptable online behaviour looks like. The teacher starts a discussion on the impact of *Cyberbullying*. Students get cards (illustrating types of cyberbullying) and identify them in groups; students discuss them and order them from the least harmful to the most harmful type.
Cyberbullying – What is It?	Students learn about the different types of cyberbullying. They work in groups, discuss different ways of cyberbullying. The teacher gives each team a set of blank cards. Ask them to write a type of cyberbullying on one side of each card. Discuss with the class and have them create a definition of cyberbullying within their group and share it. Ask them to think about why people do it and write this on the other side. Discuss with the whole class.
The Greatest Anti-Cyberbullying Hero	Many people just stand by and watch when someone is cyberbullied. Students explore the role of the bystander in cyberbullying and how they can help to prevent cyberbullying. Discuss the questions: *What is a bystander? Do you think bystanders can be neutral when they see others being cyberbullied? How do you feel when you see others cyberbullied? What do you usually do? What are some things bystanders can do to stop bullying in their schools?* Students get into groups of around 8. Each group gets a box of coloured pencils and a large sheet of paper. They have to draw "The Greatest Hero", who can always "STOP CYBERBULLYING!" They should come up with a name for the person and draw what they think the hero would look like. On the side of the paper, students list the "most important features" of the superhero such as those things that make this person able to stand up to a cyberbully. Display the drawings and organize a tour of the gallery, asking each group to share their hero and some of their characteristics.

Example of Lesson plans on cyberbulling available online

Lesson plans - title	Age group	Objectives	Description/ link
Cyber-bullying Awareness Lessons	teens	raise awareness about cyberbullying and how it affects individuals on a daily basis	There are many types of cyberbullying. These lessons explores the types of cyberbullying behavior and encourages the participants to discuss them, their meaning and their impact. LINK: https://4-h.ca.uky.edu/sites/4-h.ca.uky.edu/files/stc11_bullying_program.doc_1.pdf

Cyberbullying Lesson Plans	teens	Familiarise students with online risks	Students play games to help characters with situations they encounter online as they go about a typical day in their lives.
			LINK: https://mediasmarts.ca/teacher-resources/find-lesson?grade=All&topic=56&province=All&x=31&y=15&m=preset&home=1&ajax=1
No Name-Calling Week	all ages	How to build a school culture	Students engage in activities meant to teach them how to take a stand, tell the truth, and build a stronger community at school
			LINK: https://www.glsen.org/no-name-calling-week
Awareness raising- Joining forces to Combat Cyberbullying in Schools	all ages	raise awareness about cyberbullying	The lesson plans provide teachers with useful materials (videos) and show several ways of engaging students in the lesson with a view to interacting and starting a dialogue by especially pushing them to come out with their own idea. The ideas are that: 1. everyone is responsible for stopping / reporting it to reduce the damages and 2. Empathy is a key point: if we put ourselves in the victims´ shoes than we can understand, there is no excuse not to act against it.
			LINK: https://socialna-akademija.si/joiningforces/category/joining-forces-to-combat-cyberbullying-in-schools/chapter-6-awareness-raising/

Reflect

1. What activities have you carried out? How did students receive these activities? How did they feel?

2. How did these activities help your students? Share your experience with your peers.

Best practice examples

Best practice actions to support the prevention of / to fight against cyberbullying

Title of the practice	Joining Forces to Combat Cyber Bullying in Schools
Country	Slovenia
Actors involved	students, school staff, and parents
Link	https://socialna-akademija.si/joiningforces/category/joining-forces-to-combat-cyberbullying-in-schools/chapter-6-awareness-raising/
Brief description of the best practice	The "Joining Forces to Combat Cyber Bullying in Schools" suggests a holistic combined approach consisting of four activities: awareness raising, no blame approach, mediation clubs and creativity groups. It engages three target groups (the most involved in cases of cyberbullying in the school environment): students, school staff, and parents.

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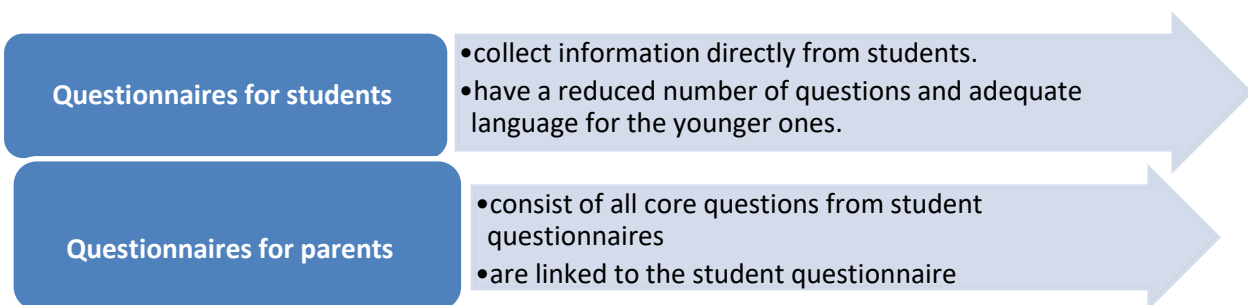| Why it is a successful intervention?	By using a wide range of strategies to encourage interactions and dialogues with students the practices encourage students to find their voice and contribute to ideas to solve problems.

Title of the practice	**The net hour**
Country	Romania
Actors involved	parents, teachers and specialists
Link	https://oradenet.ro/despre-proiect
Brief description of the best practice	The Save the Children! organisation offers training activities and develop educational resources for parents, teachers and specialists They provide young people with advice (https://oradenet.ro/ctrl-ajutor) by answering their questions related to the internet or the use of the technology. They also offer a reporting line (https://oradenet.ro/esc-abuz) where young people can report illegal content found on Romanian web pages and help build a more secure Internet. The organisation relies on a wide network of volunteers - teachers and specialists working with children - who implement educational activities at the national level.
Why it is a successful intervention?	Provides students with advice, counseling and support

Title of the practice	**eSafety's Best Practice Framework for Online Safety Education**
Country	Australia
Actors involved	Teachers, parents, students
Link	https://www.teachermagazine.com/au_en/articles/teacher-resources-effective-online-safety-education-in-schools
Brief description of the best practice	It provides teachers with a useful framework and hands-on materials, resources, practices and case studies to help young people navigate the online world safely. The framework is organised into five 'elements': 1. Students' rights and responsibilities; 2. Resilience and risk; 3. Effective whole-school approaches; 4. Integrated and specific curriculum; 5. Continuously improved through review and evaluation
Why it is a successful intervention?	It helps teachers organize their school safety online education and create safer online environments for school communities.

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V.2 Questionnaires identifying cyberbullying

Learn

Questionnaires are research instruments used for collecting data; they focus on identifying issues that researchers aim to identify or evaluate to take the necessary steps. The cyberbullying questionnaires and surveys are long as they cover all main aspects of the phenomenon; they aim to measure the prevalence and general frequency of online aggression, cyberbullying victimization and offending, what media channels students mostly use when they cyberbully or are cyberbullied, the types and content of the offensive messages, school policy, appropriate discipline, awareness & implementation of anti-bullying procedures, issues of confidentiality and safety, students' opinions on preventing and reducing cyberbullying, student views on how schools can best deal with cyberbullying, etc. The findings offer invaluable information underlying potential anti-cyberbullying programmes. The questions in these questionnaires can be tailored and adapted to each context to identify the phenomenon, meet particular students' and ensure a safe and healthy school learning environment.

Questionnaires for students	• collect information directly from students. • have a reduced number of questions and adequate language for the younger ones.
Questionnaires for parents	• consist of all core questions from student questionnaires • are linked to the student questionnaire

Cyberbullying questionnaires for students enable educators to:	Cyberbullying questionnaires for parents enable educators to:
• learn what students know about cyberbullying • learn how students feel at school • understand the reason why some students cyberbully others • identify the factors producing cyberbullying in schools • learn about family history or history of violence which leads to students becoming a cyberbully • get meaningful insights into student behaviour and corrective actions • learn about students' reactions when they see cyberbullying • learn about students' opinions related to cyberbullying • if students have ever had any experience with cyberbullying	• investigate parents' knowledge about cyberbullying • find out about the ways parents handle cyberbullying (talk with their children about it) • find out if parents set rules for their children about using the Internet & what these rules are • raise parents' awareness of cyberbullying • raise parents' awareness of the efficiency of communication with their offspring/ about the • rules they set for their children • find out about the measures (report,etc)/ efforts made by parents to stop cyberbullying behaviour • gain insights into parent-student communication on cyberbullying and being cyberbullied.

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Questionnaire example

The following questionnaire consists of questions identifying students'or parents' knowledge about cyberbullying as well as investigating personal experience related to the phenomenon. The questions can be selected and their language simplified according to the objectives of the survey and the age of the respondents.

a. Questions focusing on general knowledge about cyberbullying:
1. *What do you understand by cyberbullying?*
2. *Do you think it is a serious problem? Why?*
3. *What are:*
cyberbullies:
victims:
bystanders:
4. *What form can it take? How are people cyberbullied? Choose from:*
-people are made fun of online
- people get harmful messages; rumours/gossip are posted about them
-somebody pretends to be them and posts in their name
- people are excluded from an online group
- people are engaged in an online fight
-other people spread material/photos that harm their reputation
-other?
5.*Where does it happen?*
-home
-school
-computer/mobiles
-via emails/messages/games/pages/whatsapp
6. *Why do people cyberbully others?*
7.*How do people react?*
Bullies:...
Victims: ....
Bystanders:...
8. *Do people report cyberbullying? Who does?*
The victim
A peer
The parent
The teacher
The cyberbully
9. *Who do people report cyberbullying to? How?*
10. *How can I prevent cyberbullying and stay safe online?*
11. *Which is the best way to stop cyberbullying once it occurs?*
12. *Read and evaluate the following questions. Yes or No?*
Should students have the right to say or do whatever they like online?
Should students be able to surf the web without censorship/ restrictions?

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If students take a photo of someone, do they need that person's permission to post it?
Do you feel that students in your school feel safe & comfortable online and can inform a trusted adult about cyberbullying that is occurring to them/to others?
Are students in your school taught how to use a computer and the Internet & stay safe?
Are students in your school taught about how to recognize cyberbullying or threats online?
Are students in your school taught how to respond to cyberbullying appropriately?
Do teachers in your school know how to recognize cyberbullying issues?
Do teachers in your school know how to intervene/ help in a cyberbullying situation appropriately?
Does your school have a formal procedure or policy for preventing, investigating and stopping cyberbullying*?*
12. Which organisations might help somebody who is cyberbullied?

b. Questions focusing on personal experience:
13. Have you been cyberbullied in the past 3 years? If not, have you heard of anyone at your school who has?
What happened?
• was anyone made fun of online/were any harmful messages, rumours/gossip posted or sent to them?
• did anyone pretend to be a certain student and posted in their name?
• was any of your peers excluded from an online group?
• was anyone engaged in an online fight/did anyone spread material that harmed another student's reputation ?
Did the students know who cyberbullied them?
What form did it take?
Where did it happen?
Did they tell their parents about it? Did they tell their teachers?
Did they tell their peers?
How did the students react to cyberbullying? How did they feel about it?
Did anyone try to help them?
How did you try to stop it?
If you were cyberbullied, how would you report it?
14. If a parent suspects their child is a cyberbully or is cyberbllied, what should they do?

Reflect

Have you ever conducted a questionnaire on cyberbullying? Why? Did the findings help you create a better climate in your class/ How? Share your experience with your peers.
What are the main advantages of running cyberbullying questionnaires?

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V.3 Worksheets/handouts on cyberbullying awareness-raising

speaking about cyberbullying before it takes place/ feelings&emotions used in preventing cyberbullying/ The role of positive role models

Learn

Discuss with students about their use of social media and age limits. Talking to children about online safety is essential because many of them will be using a wide range of technologies in their home environments, even before they start school. Technology is becoming an integral part of children's lives; it entertains them, engages them and motivates them. Discussions about technology should not be limited only to Information technology classes. Safety advice for younger children must be age appropriate, simple and understandable. Discussions about the use of social media and why age limits are important. Most social media sites are not designed to be used by children under the age of 13. It is important to respect the Terms of Use of any site, and register with the correct age, as there are often sophisticated layers of protection in place for younger users. If a site discovers underage users on their service, they will delete these accounts.
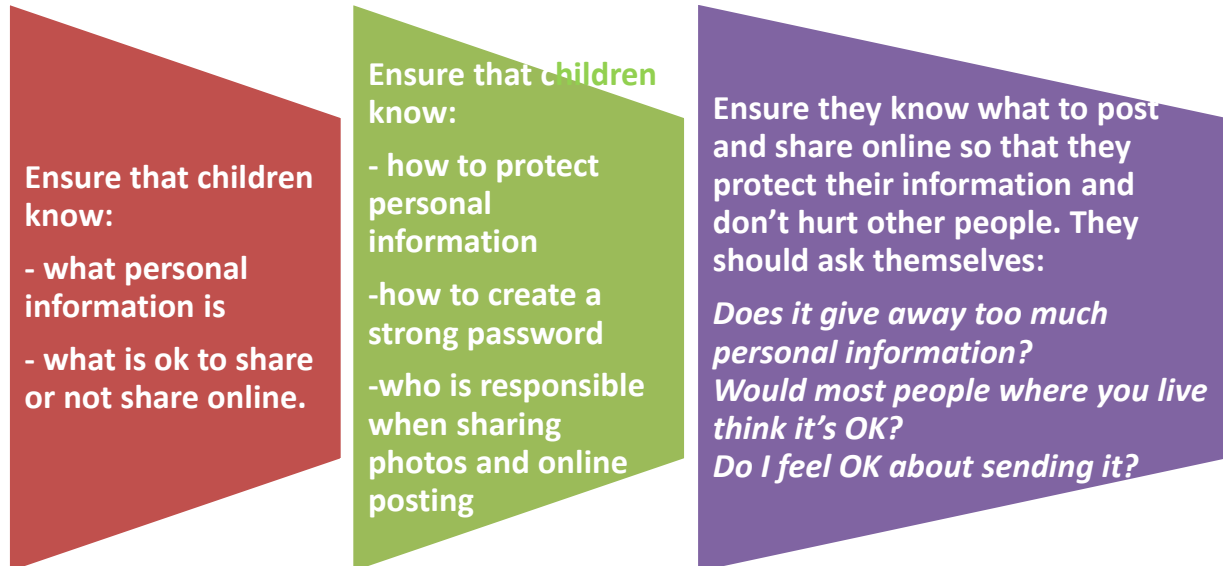
Worksheets/handouts

Questions you can ask students to find out about their internet preferences
1. What do you like to use technology for? How does it help you?
2. How many hours do you spend online? How many hours are recommended? What are the risks of excessive time spent online? What would you advise your friend who spends too much time online to do?
3. What do you enjoy looking at and learning about online?
4. What activities do you use your device for: playing games, photos, reading books, making phone calls, browsing the internet, listening to music, watching youtube clips, sending text messages, using social media, other…
5. Where do you go to find information and what do you use it for?
6. Do you use social media? What sites do you visit? Which is your favourite? Do you know there is an age limit? Why?
7. What is your favourite online game? What are the benefits of games? What are the risks of excessive game playing? Do you think that some games pose greater risks than others? Why? Do your parents monitor your game playing? Do you discuss with them about it?

Before children start using social media, it is important that they are equipped with the skills to stay safe online and to use these services responsibly.

Ensure that children know:

- what personal information is

- what is ok to share or not share online.

Ensure that children know:

- how to protect personal information

- how to create a strong password

- who is responsible when sharing photos and online posting

Ensure they know what to post and share online so that they protect their information and don't hurt other people. They should ask themselves:

Does it give away too much personal information?
Would most people where you live think it's OK?
Do I feel OK about sending it?

Familiarise yourself with what they enjoy doing online. This could include the games they play, services they use and people they communicate with/ the most popular social media apps/sites and understand the privacy options that are available to younger users, and the reporting / blocking features that are provided.

Younger pupils Insist on their using the search engines for children (Kiddle, Kido'z, KidRex), links given by educators or they have parents' permission.

Older children Once children are 13 or older, and use social media independently, it is important that they state their correct age. Social media sites often have additional layers of protection for users aged between 13 and 18, including who can view their profiles and send friend requests etc. If a child has registered as a 20 year old for example, they will not be benefitting from these features. Remember to keep in mind that an open channel of communication, between you and the children you work with, is really valuable and will help give children the confidence to come to you for support when needed.

Worksheets & handouts – Online safety

Staying safe online for Primary school children

Primary school pupils	
Staying safe online	Why is online security important? How do you stay safe online? What is your personal information? What might happen if you share your personal information online? What personal information can you share? What information do you need to keep private?

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	How can you create a strong password? Can you share photos?
What is your personal information?	*Which of the following tips would you use to keep your personal information safe?* First name, nickname or pseudonym Hobbies, interests with no specific details such as club name Only photos where specific details can't be identified such as school or sports uniform, Likes and dislikes such as movies or food Full name Full name of friends or family Birth date Name of school or clubs/teams Photos that can easily identify you e.g. school uniform Home address, phone number
Creating a strong password	*Discuss: When do you use a password?* *What do you think might happen if someone knew your password?* *Is your password weak or strong? How do you know?* *Which of the following tips would you use to have a strong password?* Use between 12 and 20 characters — longer passwords are stronger. Use a combination of words that aren't predictable but that you can remember. Don't use pet names, birthdates, family or friends' names, favourite foods, colours or singers in your new passwords. Use a combination of words, which is easy for you to remember: e.g. 'ilovehiking', a context specific word e.g. 'google' or repeated sequential characters e.g. 'aaaaaa' or '123456'. Don't use famous quotations that might be easy to guess. Don't share passwords with others, even with friends. Don't store them on your device, unless it's via a password manager which stores them in an encrypted database.
Online friends	Discuss the following questions about who is a good online friend: *Is it OK to chat to someone you have not met in person?* •If you have mutual friends it might be ok. •I don't know. •Yes, I like having lots of friends. •No, if I don't know the person, this might lead to problems *Who is it safe to connect online:* •people you know well •colleagues from school •friends of your friends •strangers online for asks for your friendship *What do you think of accepting a friend request from a person you don't know:* •Adding people online is risky. •Yes, why not?

	•I'll check with my parents.
	How would you know if someone is unsafe to talk to?
	   a. Asks you to do them favours
	   b. Asks you to meet them in real life
	   c. Asks you to send them private photos or videos
	   d. Offers to buy you gifts
	If someone asks you to do something online that you don't want to, what would you do? List in order the steps you take if that person keeps on asking you?
	Log out
	Tell an adult
	Block
	Report
	What would you advise your friend to do before accepting a friendship request?
	Tick the questions you would answer from an online friend you don't know:
	Do you have a pet?
	What school do you go to?
	What is your favourite season?
	What hobbies do you have?
	Do your parents take you from school?
	Where do you live?
	What kind of music do you like?

Sharing photos and videos	Questions to discuss *What do you do if one of your online friends asks you to share private pictures online of yourself:* you have the right to say 'no' no problem as long as it's a private post and it is a nice picture you feel happy with talk to a trusted adult if the person insists and you feel embarrassed *Who would you turn to for help if your online friend insists on your sharing private pictures and you don't feel comfortable with their request?* a family member, like a parent, an aunty or uncle, or an older brother or sister a sports coach or music teacher a friend's mum a favourite teacher at school a neighbour. *What would you do?* Check settings & secure privacy settings Delete friends Block and report *What types of content/images should you think twice before posting?* nasty comments an ugly picture of a family member a video of your friend dancing without asking permission first *Who should you share content/images with?*

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Friends, family, people you know
When should you share something that doesn't belong to you?
Only if you have their permission
It doesn't matter
How do you control who sees what you share online?
adjust your privacy settings
let other people know how you feel about your images being shared with others
What do you post, share or delete?
a.your picture with your family on holiday that you want to share with your close friends
b.a nasty picture of your friend
c. a good picture of your friend that he is not too happy with

Staying safe online for Lower secondary school pupils

Lower secondary school pupils	
Staying safe online	Why is online security important? How do you stay safe online? What is your personal information? What might happen if I share my personal information online? What personal information can we share? What information do you need to keep private? How can we protect our personal information? How can we create a strong password? Do you know how to use your device safely? Do not click on suspicious links or attachments in emails, have anti-virus and internet security software Log out of sites as soon as you have finished using them
Top tips to help 13-18 year olds get the most out of social media	Protect their online reputation: Encourage children to "think before you post," and use the safety settings provided to help manage their digital presence. Know their audience: It is possible to set profiles to 'private' or 'friends only,' which restricts access only to those who have been granted permission to see it. Keep personal information safe
Protecting your personal information	Set strong passwords Log out of social media sites and email while you browse the web Give the least amount of personal information as possible Avoid using your full name online Don't lie about your age Accept friends you know or follow only people you know Delete requests from people you don't know Keep your email and phone number private

	Don't fill in all the fields on forms Don't meet up with online friends Don't share your password
Sharing photos and videos	Ask for permission before sharing if you want to share a photo or video with someone else in it. Think carefully before you share an image or video - it is very difficult to take it back. You can delete it but it could be shared or copied by someone else. Don't post anything you wouldn't want people to see in 5 years. Don't post anything you wouldn't want your teachers, parents or grandparents to see. Check what you are sharing — check if a photo or video doesn't reveal too much about your identity. Delete the photo if you have shared a photo or video and the person asked you to take it down!

Helping students define cyberbullying Discussions about threats and things to watch out for with online friends

Cyberbullying often happens on personal devices that young people have continuous access to. This means it can happen anywhere and at any time, so it can feel like it's hard to escape. Help them define cyberbullying; discuss threats and things to watch out for with online friends. Highlight examples of fake news so your child knows what to look out for: such as imposter news sites or bad ads. Ask them about the types of stories, they've seen or shared online and if they have ever taken some time to think about whether or not they are real.

 Worksheets/handouts

| Primary school pupils	
Leading questions for a discussion with pupils	What issues you don't like do you see online? Do you think it is right for people to post embarrassing messages/photos of other people? How do you decide if you can trust something online? How do you make friends online/ Who are these friends? Do you believe everything you see online? What is fake news? Do you know how to identify fake news? What is cyberbullying? Is cyberbullying a problem at your school? How do you show kindness and respect online? What do we do when something is not right online?

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What does cyberbullying look like?	Elicit from children what internet issues they don't like or upset them: hurtful messages, comments or images; being ignored online; spreading lies about them online; threatening to share something online that they don't want	What to do: Talk to a trusted adult Collect evidence and block Report to the police Get help and support
How do you know if something is fake?	A story that does not tell the truth or is not based on facts. A website that looks real but is really trying to steal your money or personal information. An image that does not tell the whole story — it might be altered in some way to leave out important information. Someone who pretends to be someone else online.	What to do: Ask lots of questions — question what you see and read online. Check information and images: ask your parents or teachers Correct the story — if your friends are spreading fake information online and you know the real story, share the correct version with them. If a website offers you prizes or something for free, then it probably is fake. Switch it off! If the way someone chats online doesn't match their profile and who they say they are, talk to your parents or an adult you trust.
Tips signalling something is not right online	Their online profile does not match what you see and hear when you talk or chat with them. They tell you their webcam is broken and you can't see them They contact you all the time and in different ways They ask you who else uses your computer or tablet They insist on meeting with you They ask you to keep your relationship secret	What to do: Talk to a trusted adult Collect evidence and block Report to the police Get help and support

Lower secondary school pupils	
Leading questions for a discussion with students	What is the biggest challenge for students your age online today? What issues and challenges do you see online? Do you think it is right for people to post embarrassing messages/photos of other people? How do you decide if you can trust something online? How do you make friends online/ Who are these friends? What is fake news? Do you know how to identify fake news? What is cyberbullying? Is cyberbullying a problem at your school? How do you show kindness and respect online? What do we do when something is not right online? (ask for help) Do we take everything we see or hear online for granted? (No, we investigate; we question what we see or hear.)
Identifying fake news	How do you know what is true online and what is fake? Double check — who is the news source? (author, publication, site, etc) Ask some quick questions: Is the article based on fact or opinion? If it's an 'opinion piece', does the writer include the point of view of anyone who disagrees with them? Does the headline match the content of the article? Be a voice that helps stop the spread of fake news.
Tips signalling something is not right online	You feel that something is not right — trust your feelings. Things don't add up — their online profile does not match what you see and hear when you talk or chat with them. They tell you their webcam is broken — sometimes people who want to harm you pretend to be a boy or girl your own age and say their webcam is broken so you can't see them. They contact you all the time and in different ways — you meet in an online game and they ask you to start texting them. They ask you who else uses your computer or tablet — or even which room of your house you are in. They ask you for favours and do things in return — people who want to harm you often use promises and favours to gain your trust. They say nice things about the way you are dressed or your body — or ask things like 'have you ever been kissed'? They insist on meeting — they keep talking about meeting in person or try to make you feel bad if you say no. They ask you to keep your relationship secret — people who want to harm you often try to keep their relationships private from the beginning.

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What is cyberbullying? Read the following cases and identify which are cyberbullying cases and explain why.	A student creates a fake email address for a new classmate and uses it to send secret admirer emails to another classmate. Every lunchtime a student tells their friends to play in an area away from a new student. A student uses a phone to take a funny photo of a friend. They think the pic is really funny so they add an embarrassing comment and send the photo to everyone at school. It is a casual dress day at your school. A student teases someone on the school bus, everyone joins in the name calling. A student keeps sending anonymous text messages to someone they don't like. That student, the recipient, does not find them funny. Someone posts a photo of a friend on their Facebook page without the friend's permission. The friend asks them to remove it but they refuse.

Establishing cyber rules

When it comes to preventing cyberbullying, setting the ground rules early, and stating them often, is critical. Setting up cyber safety rules is an important step in protecting students online. To this end, consider making a "social media contract" with your students. Always ensure an open and sincere dialogue between you and your students. This will help children trust you and feel comfortable; they will always feel they are taken seriously when telling you about inappropriate behaviours if/when they come across online.
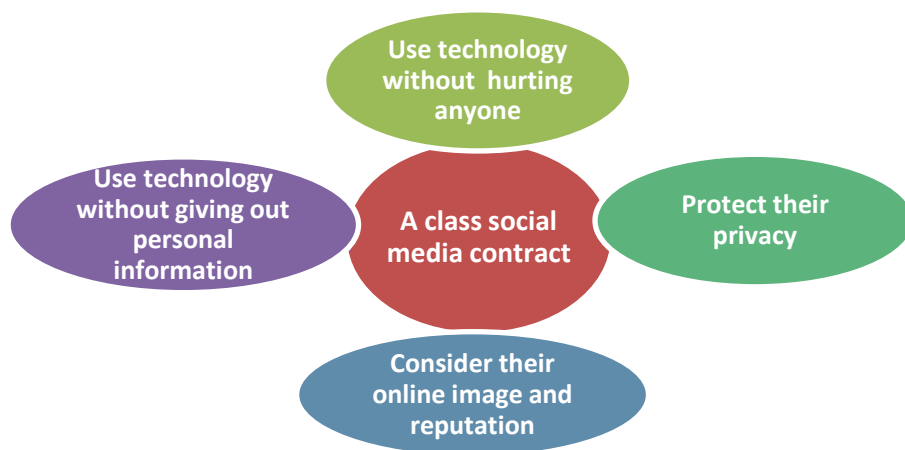
Worksheet example

Worksheet: An example of Cyber rules

Use the statements below to start a conversation with your students about respectful online behaviour. Talk about each of the statements, what they mean and how they relate to them. Choose what to include in your class agreement or alternatively, add statements that you feel are missing.

- **Be careful with your personal Information**
- **Create a strong password**
- **Don't post anything that you don't want your grandparents to see**
- **Don't post photos or videos online without permission**
- **Don't "friend" strangers. Pay attention to online friends**.
- **Don't buy anything online without talking to your parents first.**
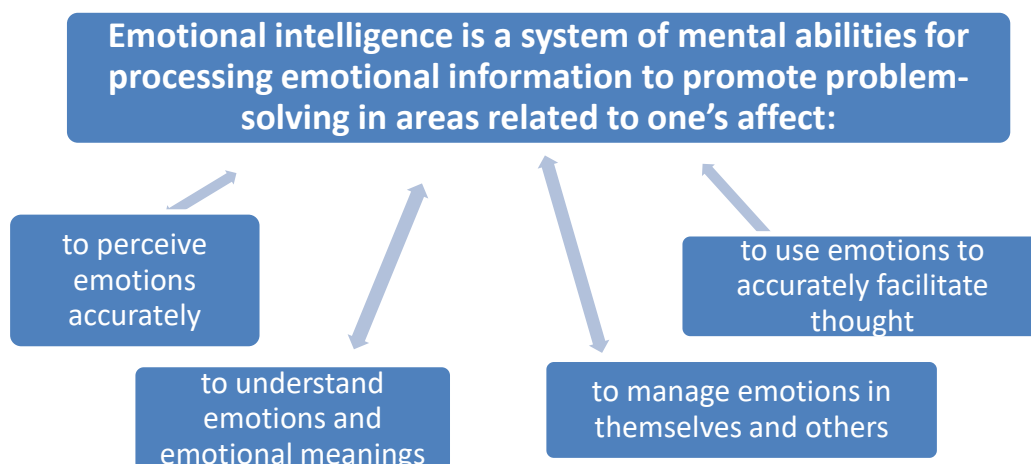- **Never open an attachment from someone you don't know.**
- **Don't send or respond to mean or insulting messages.**
- **Talk to your teacher or parent about safe and accurate websites for research**.

Can emotion regulation serve as a tool in preventing and combating cyberbullying?

Cyberbullying among children and teen internet users is one of the most serious threats to individual and social well-being online as it has the potential for an almost unlimited audience. Stopping it and finding ways to help victims to online harm are crucial tasks.

Emotional intelligence (EI) is considered a potential protective mechanism for individuals against cyberbullying by promoting more positive ways of coping with stressful situations.

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Emotional intelligence is a system of mental abilities for processing emotional information to promote problem-solving in areas related to one's affect:

to perceive emotions accurately

to understand emotions and emotional meanings

to manage emotions in themselves and others

to use emotions to accurately facilitate thought

Developing students' social and emotional skills (SEL) is a promising approach to prevent cyberbullying, lowering the risk for students of becoming targets of cyberbullying and also of bullying others. Through SEL students can develop empathy and resolve conflicts better. Empathy plays a central role in human behavior in the online context, regulating the prosocial behaviours of all actors (victims, bullies and bystanders).

They can also build particular skills that can prevent students from getting involved in bullying: self-control, active and empathetic listening, verbal ability to express their feelings, positive self image, asking for help when needed, showing affection to familiar people, being aware of other people's feelings. Developing social and emotional skills can enrich students' mental health, behavior, and education and also a decrease in student conduct problems, substance use, and emotional distress.

Raise students' awareness of wellbeing tools. For example, lots of devices and platforms offer tools to support digital wellbeing. You may also be able to turn off notifications for apps or use 'mute' or 'do not disturb' modes. Talk with students how to use them.

Use the link below to see if you/your students can control emotions.
Quiz-controlling your emotions https://www.theemotionmachine.com/emotional-intelligence-test-are-you-good-at-managing-your-emotions/

Be a positive role model and offer positive role models
Children often copy what they see adults do. When teachers and parents are respectful to others online, the child is more likely to follow their lead.

Positive role models

adult role models

literature

games
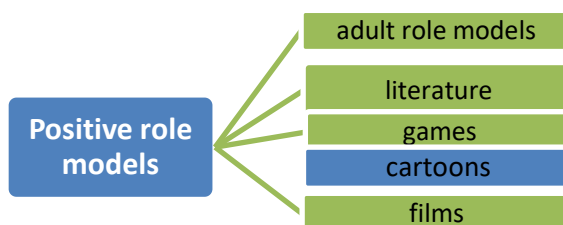
cartoons

films

Offer positive role models taken from students' world: literature, cartoons, films or games. Throughout recorded history, stories and literature have been used by all cultures to teach society values and served

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to transmit these cultural values from one generation to another. Students often identify themselves with these fictitious characters, which can help them distinguish between positive role models and bullies. The individual and group responses overwhelmingly demonstrated the effective use of literature as a tool to help middle-school students distinguish positive role models from bullies and to identify their responsibility in the selection of who to follow.

Promoting and modelling positive social behaviours *before* negative outcomes like cyberbullying occur is a good way to create safer, healthier schools and communities for all children. Positive adult role modelling, mentoring, and age-appropriate approaches to kindness, acceptance, and inclusion can make a big impact on how children treat each other in the classroom, on the playground, at home, and in the community. Young children are just learning what it means to get along, how to share toys, discovering ways to work together, and understand how their feelings and behaviour affect others. Practice role-playing activities, play games, create art, explore feelings, and establish a clear set of behavioural rules. These strategies reinforce positive relationships and behaviours and are the keys to helping children get along, which ultimately can help prevent cyberbullying.

Worksheet example

Identify your students' favourite sports/music stars on social media. Find an example on each of their profiles that demonstrates ' R E S P E C T '. Ask your students to demonstrate this, then write a personal commitment to online respect.

Example:

I will listen to opinions that are different to my own.

I won't reveal people's personal information.

I will stand up for others who experience online hate.

I will share pictures or videos with consent only.

My commitment to online respect

I will try to find the middle ground.

I will ask before tagging someone in a picture or video.

Reflect

Have you ever used positive role models in your preventing negative behaviour? Share your experience with your peers. How did students receive these activities? How did they feel?

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V.4 Worksheets on communication (what to say & what to do) with victim, cyberbully, bystander, parents

Learn

Communication is the key to everyone in the cyberbullying programmes. Send a clear message that that behaviour is not allowed. Signal to a vulnerable child that they're safe and have the backing of a trustworthy adult. They can get help, which means reach out to a principal, counselor, teacher, or coach. Let everyone know that the adult is there and is not afraid to step in to bring an end to cyberbullying.
It is so important that you do say something to those involved in the behavior, that you do take action. To not address it, to not say that one sentence, your silence sends the clear message to the person cyberbullying that their behavior is acceptable and within the norms. To the person being cyberbullied, your silence implies that they are not safe in that environment. The cooperation and support of parents is also essential to creating a cyberbully-free environment in your program, and extending it to families and communities.

Communication with pupils		
Ensure children and young people feel comfortable about telling their teachers and parents things that have happened online. This helps you understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is also important.	Ensure they know they can go and talk to an adult or parent if they are being cyberbullied and need support.	Create opportunities for children to speak privately with staff. Consider a "cyberbully prevention box" where children can confidentially submit their concerns and suggestions, as well as their recommendations of children who deserve commendation for cyberbullying prevention. Involve parents.

Communication with parents		
The cooperation and support of parents is essential to creating a cyberbully-free environment in your program and extending it to families and communities.	Keep parents informed when a cyberbullying incident occurs, and encourage them to contact program staff if they think a child is being cyberbullied or is cyberbullying. This sends the message that you take cyberbullying seriously, and it elicits their cooperation and support.	Share your program's policies with parents and invite them to participate in cyberbullying prevention workshops.

Worksheets &handouts

How to deal with cyberbullies and what to say to them:

How to deal with cyberbullies

Put an end to their actions.

Say that the behavior is not right, ok, or allowed.

Ask them how they would feel if someone did this to them and what they would do to make things right.

Tell the person that you want to talk with them. And then be prepared to really listen. Taking the time to really listen will help you better understand the child's problem.

Find out WHY? Ask yourself these questions: What's going on in their life that makes them turn to cyberbullying? /What do they have to gain?/What do they have to lose?

Offer help

Assure the cyberbully that they can count on your help.

What to say to cyberbullies

Stop doing this — no one deserves to be treated this way! It's hurtful and completely inappropriate. Stop and think about what you're saying.

No more, not here, never.

Do you realize that your behavior is not nice? How do you think you would feel if another kid did that to you? Would you like it if this was happening to your younger brother?

Tell me, please, what's making you so angry that you want to get back at him/her?

Ask why to find the roots of a behavior, which helps you predict its path, intervene effectively, and prevent future cyberbullying.

Your abuse of others does not make you better. You don't need to be this kind of person. You have the power to make the world better, so let's figure out how you're going to use that power.

Though I cannot assure you that I can fix this immediately or completely, I will not give up on helping you if you do not give up on me while I try to help you.

What you should tell VICTIMS and what victims should do:

Primary school children

Primary school pupils	
What to say	**What they should do**
• no one deserves to be hurt online • be kind to yourself — it's not your fault • cyberbullying can make you feel very alone and scared, but there is help available. I'm here for you, to help you.	Get help from a trusted adult Try not to say anything back — it could make things worse. Keep evidence — an adult can help you take screenshots or keep a journal in case you need evidence to report it. Block or report them.

Lower secondary school pupils

Lower secondary school pupils	
What to tell victims	**What a victim should do**
You are not responsible for a cyberbully's behaviour. It's not your fault. Don't respond to cyberbullies by giving in, getting upset, or fighting back—this will encourage them. Getting back at a cyberbully turns you into one. Instead, stay calm and be assertive. Ignore it - the best response is often 'no response'. Get help from a trusted adult, who can help you figure out new ways to respond the next time a cyberbully bothers you.	Resist the urge to respond**.** Don't respond or retaliate. Save the evidence. Tell the person to stop. Ask for help. Use available tech tools. Block the person! Protect your accounts. Use online mechanisms to report the bully.

What you should tell BYSTANDERS and what a bystander should do:

Primary school children

Primary school pupils	
What to tell a bystander	**What a bystander should do**
Tell them what to look for and raise their awareness of the issue (mean messages, comments, lies about some children, etc)	Tell cyberbully: Stop it — don't forward or share any mean messages, posts or images. Block them! Reach out to the person being bullied — let them know you care about them. Never send mean messages back — this could make things worse. Speak to an adult you can trust — they can give you help and support.

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Lower secondary school children

Lower secondary school pupils	
What to tell a bystander	**What a bystander should do**
Your involvement makes a difference. Don't just stand by and watch quietly. Stand up for the person being bullied. If you feel safe, tell the bully to stop. Use phrases such as: "Stop it!" "Leave him alone!" and "It's not funny!" Don't join in. Don't laugh at the victim or participate in the harassing. This encourages the bully to continue. Help the victim. Encourage other bystanders to help the victim. Tell them not to join in the cyberbullying. Get help from an adult. Report the cyberbullying. Tell the victim you feel bad about what happened. Encourage victims to talk to an adult, and offer to go with them. Include the victim in activities. Be a good friend.	What should you do if someone online sends a person you know a message, image or video which makes him or her feel uncomfortable? **Scenario 1:** If you know the person or they go to your school • Ask the person to stop. • Report the messages to the social media service. • Talk to your parents, a trusted adult or a teacher. **Scenario 2:** If you don't know the person • Talk to your parents or a trusted adult and decide what to do next. • Report the messages to the social media service.

💡 **Reflect**

1. Have you ever managed a cyberbullying situation? What did you do?

2. Share your experience with your peers.

Links and support resources

Chapter I. Understanding Cyberbullying
Bystanders' behaviours and associated factors in cyberbullying
The phenomenon of cyberbullying in children and adolescents
The psychology of cyberbullying
Who is involved in cyberbullying?

Chapter II. Identifying cyberbullying
Cyberbullying prevalence and risk factors for being a victim bully and bystander
Cyberbullying – Prevalence, Risk Protective Factors, and the Efficacy of Cyberbullying Interventions
Intrinsic Value of Self-Disclosure Across Adolescence
The Real-Life Effects of Cyberbullying on Children
Why do children and adolescents (not) seek and access professional help for their mental health problems?

Chapter III. Intervention strategies to prevent/stop cyberbullying
Ideas for addressing Cyberbullying (video)
What Kids want parents to know about Cyberbullying (video)
Teen Talk on Cyberbullying (video)
Reasons and types of cyberbullying in school literacy education (Turkish version)
Çocuğa karşı şiddeti önlmek için ortaklık ağı
Türkiye'de dijital vatandaşlık algısı ve bu algıyı internetin bilinçli, güvenli ve etkin kullanımı ile artırma yöntemleri
Çag College
Anti-Bullying and Anti-Cyberbullying Policy - Bedford School
Cyber Bullying Policy - Saint John's college
Build a Safe SchoolEnvironment
Building Respectful and Safe Schools
My space
Policy and Legislation against Bullyism
Promoting Prosocial Behaviors in the Classroom
6 Strategies for Building Better Student Relationships
The Indoor Environment: Designing and Organizing
Uplifting Student Voices: Effective Practices for Incorporating Student Experiences into Decision Making

Chapter IV. Cyberbullying in digital era
eSafety label (eSL)
eSafety Label
European schoolnet

Chapter V. Anti-cyberbullying educational resources
Cyberbullying-research centre
11Great Kids Safe Search Engines

EU kids online
ESafetyEducation
Gaming- help & advice
How to Build Social-Emotional Learning Skills in the Classroom
Kenton Cyberbullying survey
KidsHealth, Cyberbullying
My personal online security plan
New York Public Library, Internet Safety Tips for Children and Teens
Online safety in schools and colleges: Questions from the Governing Board
Online safety
Online safety Self-assessment tool
Questionnaire addressing students aged 12 to 14 years old identifying cyberbullies
Reelise cyberbullying survey
Security and privacy for my device
SEL & Bullying prevention
6 tips for parents to prevent cyberbullying
Toolkit for schools
Bullying awareness lesson plans
eSafety's Best Practice Framework for Online Safety Education
Bullying Awareness Lessons, Activities and Resources
Internet Safety Curriculum
Joining Forces to Combat Cyber Bullying in Schools
Bullying awareness lesson plans
A short cyberbullying survey
Cyberbullying and Online Aggression Survey
Frequently asked questions on cyberbullying, which can be used to design a questionnaire
Questionnaire testing knowledge about cyberbullying
Questionnaire identifying students' knowledge and experience related to cyberbullying
Class tech agreement
Creating a family tech agreement
My personal online security plan
Positive Role Models vs. Bullies: Can They Be Distinguished By Following Articulate Animals Into Worlds of Suspended Disbelief
Smart Social Networking: Fifteen Tips for Teens
Social emotional learning
21 simple ways to integrate SEL throughout the day