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CYBERBULLING PREVENTION

GUIDE FOR TEACHERS

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Guide for teachers

I. About Cyberbullying

Cyberbullying occurs when a child or teen uses the Internet, emails, text messages, instant messaging, social media websites, online forums, chat rooms, or other digital technology to harass, threaten, or humiliate another child or teen. Cyberbullying doesn't require physical strength or face-to-face contact and isn't limited to just a handful of witnesses at a time. Bullying takes place on blogs, personal pages, forums, e-mail, SMS, MMS, sometimes aggression by uploading pictures or video on the Internet without taking into account the victim's privacy.

Cyberbullying can happen anywhere at any time, even in places where teenagers normally feel safe, such as your home, and at times they'd least expect. A lot of cyberbullying can be done anonymously, so teenagers cannot be sure who is targeting them. This can make them feel even more threatened and can embolden bullies, as they believe online anonymity means they're less likely to get caught.



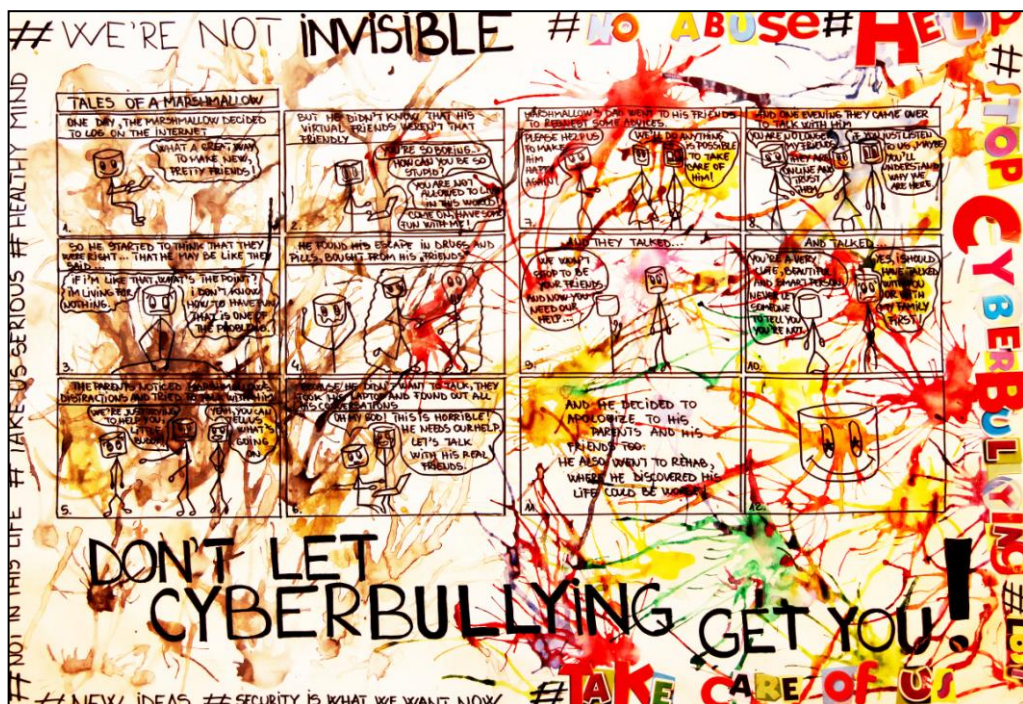
Cyberbullying can be witnessed by potentially thousands of people. Emails can be forwarded to hundreds of people while social media posts or website comments can often be seen by anyone.

Technology offers a perceived anonymity that leads some people to behave abusively online in ways they'd never contemplate in the real world. Malicious or defamatory content can be circulated with ease and be seen by a much wider audience. Content can potentially exist forever, despite best attempts to remove it. A victim of cyberbullying is potentially vulnerable 24/7 and no longer has a safe haven away from the bully. The inability to permanently remove online content and images can further add to the suffering of the victim.

II. General advices for teachers

1. Communicate to parents any unpleasant situation.
2. Teach your students to do not use the Internet as a means to insult people, always trying to have a correct behavior.
3. Teach differentiated vision of the reality of the Internet with the knowledge acquired by the reality.
4. Tell parents to incorporate elements of content filtering to prevent access to certain content risk.
5. Teach your students that not everything that the Internet offers is valid, that they must verify the information and reliability of catch webs known.
6. Talk with your students about internet safety periodically.
7. Ask your students to be careful of what do they post on social media.
8. Do not let students abuse their classmates on the internet.
9. Provide students the information about the safe use of the Internet and make them aware of the legal consequences in cases of abuse.
10. Make sure that all your students know that, no matter what its form, all bullying is wrong and will not be tolerated.
11. Teach students about their rights and responsibilities online and make sure they are aware that the internet is not a private place.
12. Promote the positive use of technology, discuss and inform your students about good netiquette and personal safety issues.
13. Publicise different ways of reporting cyberbullying to give confidence to bystanders. Anti-bullying policies also need to be constantly updated and amended to deal with cyberbullying as it evolves.
14. Encourage students to make friends and promote a positive and supportive atmosphere in the school which will ensure that cyberbullying does not thrive.
15. Constant monitore of the use of the Internet by students.
16. Apply serious restrictions online.
17. Limit the use of the Internet and the time that your students play daily.
18. Create scenarios of educational lessons about online security.
19. Encourage all your students to talk to you if something bothers them.
20. Teach them to not respond to the bully.
21. Remind the students to treat their colleagues as they liked to be treated.

22. Lead your student's research on the Internet, stimulate their critical thinking.
23. Define their browsing rules during use of the Internet.
24. Alert them to have a private profile.
25. Teach them not to share personal information.
26. Alert them not to accept requests for friendship from people they don't know.
27. Teach not to share photos from others without permission and to think about the consequences before they posts photos.
28. Alert them about comments that they make in their own and others' profile!
29. Inform your students to pay attention to conversation with strangers.
30. Give students the opportunity to discuss bullying. Have the class come up with rules against bullying and involve them in determining that bullying behavior is unacceptable.
31. Provide classroom activities and discussion opportunities related to bullying and violence, including the harm they cause and strategies to reduce their incidence. Teach cooperation by assigning projects that require collaboration.
32. Take care to vary grouping of participants and to monitor the treatment of and by participants in each group.
33. Develop a classroom action plan to ensure that students know what to do when they observe a bully-victim confrontation.





III. General advices for your students

1. As teachers, encourage your students to:

- a. Always insert a code to unlock the phone or device.
- b. Pay attention to the personal information that they put on their phone, such as photos, agenda, etc.
- c. Install secure source applications (APPS). Have the notion that almost every APPS have access to their mobile contacts and photos.
- d. Pay attention to personal photos taken with the phone, so that they don't appear on the internet.
- e. Turn on the GPS only when necessary, because, for example, when they take photos, their location will be shared.

2. Teach your students to have secure passwords and tell them for their password:

- a. Have more than 8 characters.
- b. Don't use given and/or family names.
- c. Don't use only numbers.
- d. Don't use birth's dates or school name.
- e. Use uppercase, lowercase, numbers and special characters (!"#\$%&).
- f. Change password frequently. Don't choose "save password" option.
- g. Have multiple password for multiples accesses.

IV. From the classroom to teach techniques:

1. Knowing how to find information and purchase habits of Internet searching to avoid scattering the contents.
2. Collecting information of interest.
3. Evaluating the quality of information, asking questions like: is it reliable? What is the source? It is current or outdated?
4. The assessment of the information with critical assessment: Evaluation of the information : study whether the information gathered is what we need.
5. Collecting and organizing information so that it is useful.

V. What to do if you have cyberbullying cases in your school

Take immediate action when bullying is observed. All teachers and school staff must let children know they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully, adults support both the victim and the witnesses. Confront bullies in private. Challenging bullies in front of their peers may actually enhance their status and lead to further aggression.

Notify parents of both victims and bullies when a confrontation occurs. Listen receptively to parents who report bullying, and investigate reported circumstances so appropriate school action may be taken.

All cases of violence, and therefore violence through the use of electronic means, must be looked into / legally investigated, recorded and documented.

1. **Support:** Provide the person being bullied with support and reassurance. Tell them that they did the right thing by telling. Encourage the child to get help from parents, the school counsellor, principal or teachers. Ensure they know that there is support there for them
2. **Evidence:** Help the child keep relevant evidence for investigations. This can be done by taking screen shots or printing webpages. Do not allow the deletion of phone messages.
3. **Inform:** Give the child advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites or reporting abuse online.
4. **No Retaliation:** Ensure that the young person does not retaliate or reply to the messages
5. **Privacy:** Encourage the child to keep personal information private on the internet.

5. Protecting / preserving samples facilitates the activities to be carried out in cooperation with the service providers (requesting data to the Internet service provider or web services for user identification data, deleting offensive content, etc.), being necessary to all parties involved: school leadership, psychologist, homeroom teacher or other entitled teacher, parents and, if there are indications of committing a crime, to law enforcement.

VI. How can you preserve the evidence in a cyber-violence incident?

1. Mobile phone: do not delete the message. Save all text or voicemail messages in your voice mailbox.
2. Instant messaging (SMS / MMS). Some services allow recording of conversations. There is, for example, the ability to copy / re-transcribe an oral conversation, and the ability to copy SMS and MMS to a Word document (or other text editor) to save and print them.
3. Social networking sites or any web site / www. To keep a copy of the content displayed on the screen, click Control and Print Screen (use the "Capture" tool on Macintosh), and then paste into a Word document.
4. Chat. As well as on the web, if you want to keep a copy of the on-screen content, click Control and Print Screen (use the Capture tool on Macintosh), and then paste it into a Word document, or simply print the desired page.
5. E-mail. Copy and print the message, send it to the homeroom teacher or the responsible teacher who will be involved in determining the circumstances of the incident. Save the full message, not just the text, as it will preserve all its origin data.
6. Discuss with the student responsible for his / her behavior, following the following points:
 - determine the circumstances of the incident, in order to identify together the causes and find a solution to settle the conflict;
 - the author must receive a firm message that such acts are prohibited without any derogation;
 - the student should be informed of the consequences of his / her behavior and of the legal regulations and / or norms to which he / she will be called upon to enforce his / her deed;
 - ask the author to delete any offensive material published online;
 - depending on the gravity and nature of the facts, the possibility of mediation between the parties and the identification of possible remedies should be considered;
 - if there were several authors, each of them should be discussed with and their leader identified;
 - the author should not be confronted with the victim of violence by electronic means.

- the parents of the author must be informed of his actions and must be presented with the evidence that led to this conclusion, and on that occasion they are also informed of the disciplinary measures that the school can order against the child.
- the student has to understand the consequences of his behavior and seek to change his / her attitude in relation to the facts and the way of using the new technologies;
- if the school has appropriate conditions, specialized psychological assistance can be provided within the school;
- in some duly justified cases, the pupil may be offered a psychological assistance program within a specialized institution during the discussion (with the consent of the parents).



VII. Aspects that can support the author's identification

1. Witnesses - other students who view the offensive content, who may have information about the author, about the potential conflict between the parties or can identify him /her with available data. (telephone number, e-mail address, etc.)
2. Contact your web hosting provider involved in the incident (webpage, discussion forum, etc.) or Internet Service Provider (it will analyze the specificity of the incident and the resources used by the author) - thus the author's account can be blocked / suspended, the offensive content can be removed, and additional data about the authors of the violence can be obtained by electronic means, and any law enforcement actions to identify the author can be facilitated (if the situation so requires, legal measures against the services involved can only be arranged in cooperation with the responsible state authorities).
3. Contacting the mobile service provider - if the phone number is hidden, the operator has the ability to identify the calling number, if the called phone number, the date and the time of the call are provided. These data may be transmitted by the operator only to the law enforcement authorities.

4. If possible, parents should also be involved in the attempt to raise the awareness of the student on the effects of violence by electronic means; a commitment involving the parents, the school's representative and the student can be also signed in order to make sure that the student has been informed on the rules of online behaviour, as well as the administrative and legal consequences of non-compliance.

VIII. Disciplinary measures for authors of violence by electronic:

1. Violence by electronic means should be sanctioned by the provisions of the school regulation, with consequences similar to acts of physical violence. In addition, specific to these types of deeds, sanctions may be applied such as: prohibiting the access for a limited period of time in the computer lab or the introduction into the school of electronic devices that have connectivity to the Internet or the mobile electronic communication network.

2. The main objectives to be considered in relation to the sanction against the author are:

- immediate cessation of the act of violence and guaranteeing a sense of security for the victim;
- awareness of his/her behavior, of the problems he/she has generated and the prevention of similar behavior in the future;

- to show the school community that cyber-violence will not be tolerated in any way and that the school is able to respond effectively to such situations.

3. In determining the most appropriate sanction, consideration should be given to:

- the size and importance of the damage / effects generated - whether the material has been made public in a way that has allowed access to a wider audience (this determines the extent of the victim's humiliation) or whether it is difficult to remove the offensive material from the Internet, etc.;
- victim's persecution duration: it was a prolonged exposure or one episode;



- premeditation of the deed - if the deed was planned and if the author was aware that it would create harm to a colleague (some cyber-violence actions are caused by unconsciousness or lack of awareness of the consequences);
- an interesting factor is to see how many efforts the author has filed to hide his identity, etc.;
- the author's motivation. You need to make sure that his/her action is not revengeful, out of a potential persecution previously suffered;
- the type of the distributed offensive material.

IX. Measures to support victims of violence through electronic means:

1. Psychological support

As in the case of other forms of violence, the victim of cyber-violence needs help and emotional support from adults. The victim must also know that the school will take firm action to resolve the issue.

During the conversation with the student who is a victim of cyber-violence, the following steps must be taken:

- ensure him/her he did something right, reporting the incident;
- ensure him/her that you understand the feelings he/she experiences and the fact that it is difficult for him/her to reveal the incident, and strongly advise that no one has the right to treat him/her in this way;
- ensure him/her that the school does not tolerate or support any form of violence and adopts appropriate response measures to the situation;
- pay attention to the non-verbal expressions of the child's feelings - embarrassment, shame, fear, sadness, feeling of guilt.

2. Recommendation

The student who becomes the victim of cyber-violence should be advised how to behave in order to maintain a sense of security and to avoid escalating the feeling of persecution.

Recommendations to follow for the victim:

- ask the victim to do not keep in touch with the author, do not respond to emails, telephone calls or any other means of contact that may be used by him/her;
- advice him/her do not delete or hide evidence: email, SMS, MMS, photo, video and present them to the school's staff or parents;

- it is recommended to change the phone number, the email address, the accounts used on social networks, etc.;

- if the student is using online messaging services, make sure that he/she can only be contacted by known people (most profile services allow you to set up user lists with whom conversations can be engaged , also allowing to block others).



3. Monitoring

After the initial intervention, the student's progress should be constantly monitored so as to avoid further actions against him, or even acts of revenge with violence or blackmail actions by the author.

The victim's parents need to be informed about the problem and accept the support of the school unit. During a meeting with the homeroom teacher, the primary school teacher, or the psychologist, they must be presented with the measures that have been taken to clarify the incident and guarantee the safety of the student - victim. If necessary, it should be proposed to the parents and child to seek the support of a psychologist specialised in this field.

X. Situations in which police need to be notified as follows:

1. When parents of the perpetrator of the violence by electronic means refuse to cooperate or do not appear at school at the request of the teaching staff or the student does not abandon the activity that generated the incident. Under these circumstances, school leadership must report in writing to the police the situation in the institution.
2. When the school has exhausted all the available educational means (eg meetings with the parents of the authors, the application of the disciplinary measures provided by the school regulations to the

author, meetings of the author with the school psychologist, etc.), without achieving the desired results, the school leadership has to notify the competent authorities, according to the legislation in force.

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List of illustrations- art works created by the students of „Bălașa Doamna” Art High School – Târgoviște, Romania

Pg. 2 Ioana Alecu - 11th grade

Pg. 4 Andreea Iacob - 10th grade

Pg. 5 Ștefan Grigorescu - 11th grade

Pg. 7 Florinel Moiceanu - 11th grade

Pg. 9 Alexandra Șerbănescu - 11th grade

Pg. 10 Ștefania Duță, Iulia Gălbenuș, Elena Tudose - 10th grade

Pg. 12 Bianca Cernat - 11th grade

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