Better Internet for Kids

Cyberbullying and 116 111 helplines

Good practice guide

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European Schoolnet

insafe

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1. Introduction

This good practice guide aims to improve cooperation between EU co-funded Safer Internet Centre helplines (part of the Insafe network) and other non-Insafe helplines which are running the 116 111 harmonised number and related online services. It provides information about cyberbullying and how to best support children and young people who have been or are being affected by it. The guide also signposts to existing resources published by the Insafe network that can be used or referenced by other helplines, as well as parents, caregivers and educators, as appropriate. In addition, it offers suggestions for counsellors on how to provide specific support and guidance for young people who are victims of cyberbullying, including some case studies to exemplify the types of issues that helplines are dealing with.

2. Overview of 116 111 harmonised number

On 15 February 2007, the European Commission published a decision on reserving the national numbering range beginning with 116 for harmonised numbers for harmonised services of social value. The 116 111 number is specifically reserved for child helplines and is described as follows:

The service helps children in need of care and protection and links them to services and resources, it provides children with an opportunity to express their concerns, talk about issues directly affecting them and contact someone in an emergency situation.

At the time of writing, the 116 111 number is operational in 23 out of 27 Member States. Thirteen of these are Insafe helplines which have particular expertise in supporting children and young people with challenges and issues that they encounter online.

The 2007 decision makes clear that helplines operating the 116 111 number should:

- provide information or assistance to children and young people.
- ensure that the counselling and support provided is free of charge.
- be open and available to anyone without the need for prior registration.
- be available 24 hours a day and, where this is not possible, ensure that information about availability is provided.

3. A European strategy for a better internet for kids (BIK+)

3.1 The BIK+ vision and strategic pillars

A new strategy for a better internet for kids (BIK+) was adopted on 11 May 2022 and aims to ensure that children are protected, respected and empowered online in the new Digital Decade. The strategy proposes action around three pillars:

1. **Safe digital experiences to protect children** from harmful and illegal content, conduct, contact and risks as young consumers, and to **improve their well-being online** through a safe, age-appropriate digital environment, created in a way that respects children's best interests.
2. **Digital empowerment** so all children, also those in situations of vulnerability, acquire the necessary skills and competences to make sound choices and express themselves in the online environment safely and responsibly.
3. **Active participation, respecting children** by giving them a say in the digital environment, with more child-led activities to foster innovative and creative safe digital experiences.

As part of BIK+, the Better Internet for Kids portal provides a wealth of resources and best practice.

The BIK+ strategy also makes specific reference to cyberbullying and the role of helplines.

*Despite current actions, **cyberbullying** remains the most reported topic to the SIC helplines in the last decade. The existing 116 111 number is specially reserved for child helplines in the EU. Cyberbullying and other online problems can be addressed via this number, or directly by the SIC helplines. The strategy will make the support offered by SICs more visible through enhanced cooperation around 116 111 and*

related online services (e.g. helpline apps) which should be also accessible for children in vulnerable situations.

3.2 The Insafe network of Safer Internet Centres

The Insafe network of Safer Internet Centres (SICs) has been co-funded by various European Commission initiatives since 2005. SICs are currently co-funded by the European Commission under the Digital Europe Programme (DIGITAL). The network aims to inform, advise and assist children, parents, caregivers and teachers on digital questions, and also fights against online child sexual abuse.

Safer Internet Centres have three main services:

- A **national awareness centre** (organised by the Insafe network) which aims to:
    - raise awareness of online safety and of potential risks that young people may encounter online.
    - observe emerging trends.
    - run campaigns and develop information for parents, caregivers and teachers.
    - organise information sessions and events, the biggest of which is Safer Internet Day (SID) which is celebrated worldwide in February of each year.
    - work towards empowering children, young people, parents, caregivers and teachers, so that they are equipped with the necessary skills and strategies to benefit from the opportunities digital technology may bring.
- A **helpline** which gives advice to young people, parents, caregivers and teachers on harmful content, contact, conduct online, as well as providing support with commercial issues. Helplines deal with issues such as cyberbullying, grooming, online sexual exploitation and coercion of children, and relationship issues online.

- A **hotline** for the reporting of illegal content online (child sexual abuse material (CSAM)) (organised by the INHOPE network).

Safer Internet Centres also rely on the advice of young people through **youth panels**. Listening to the voices of young people is a vital part of the work that SICs undertake.

3.2.1 The Insafe helplines

The Insafe helpline network provides support for children and young people (as well as their parents, caregivers, educators and indeed anyone who is working with them) around any challenge or difficulty that they are facing online.

Helplines categorise the contacts they receive against a number of pre-defined categories (see Annex A) and then submit this data to the Insafe Coordinator on a quarterly basis.

Cyberbullying has consistently been the most common reason for Insafe helplines to be contacted, usually accounting for 14 to 16 per cent of all contacts as shown in the table below.

The problem of cyberbullying (or bullying in general) involving youth is not a new one. Greater accessibility to both the world wide web and personal computers in the 1990s allowed internet users to connect and communicate with others. Subsequent developments in technology and online infrastructure over the last thirty years have only increased the frequency and speed of interactions, as well as broadening the scope of digital interactions between individuals and groups. Where there is human interaction, there is the potential for conflict and, unfortunately, the opportunity for bullying behaviour to emerge.

In addition to Insafe helpline data, other research has also found cyberbullying to be a persistent issue that can affect a significant proportion of youth. The Cyberbullying Research Centre[1] in the United States found that, over fourteen

[1] https://cyberbullying.org/summary-of-our-cyberbullying-research

research projects between 2007 and 2021, victimisation rates averaged 29.3 per cent of youth at middle and high school level (ages 11-18).

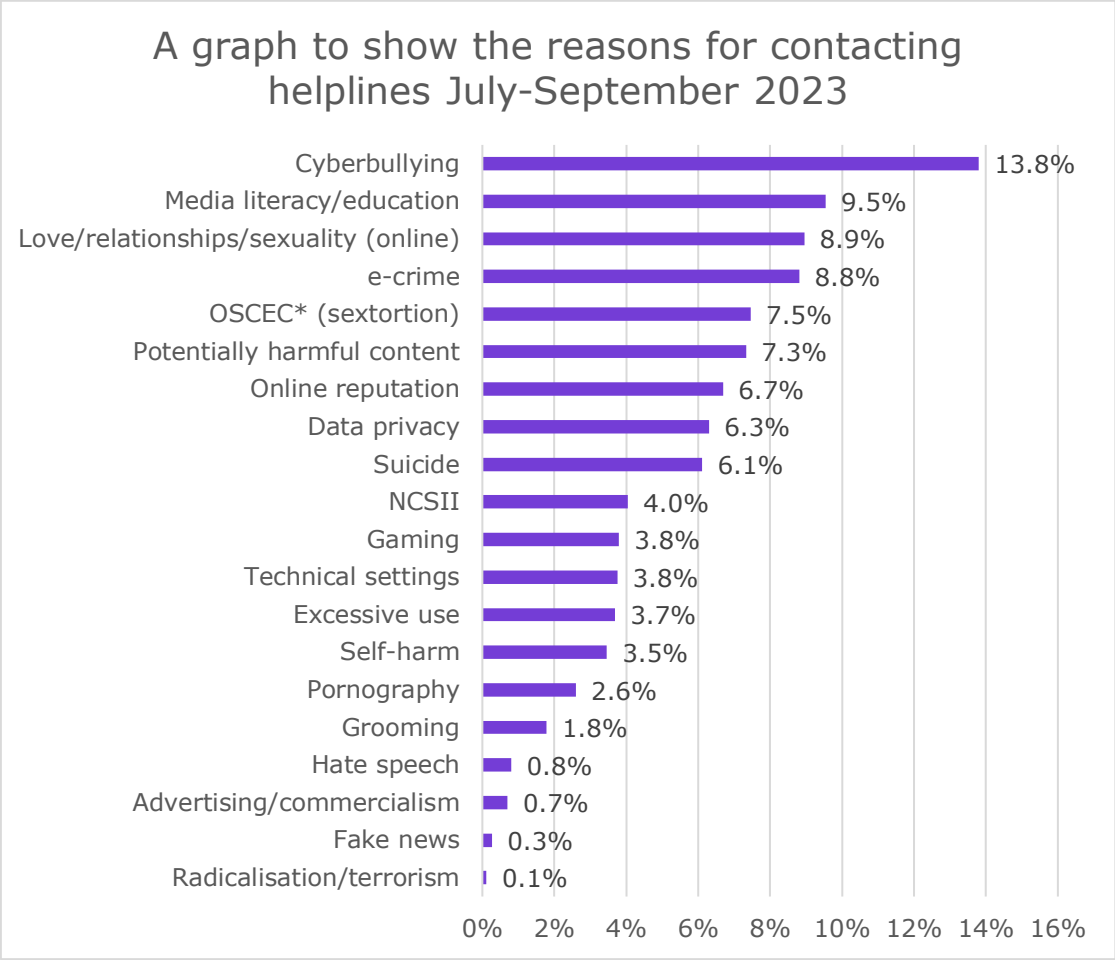

Figure 1: Reasons for contacting Insafe helplines in Q3 2023

The following sections provide insights into the nature of cyberbullying, the impact it can have on youth, strategies for dealing with cyberbullying, and the tools offered by online platforms to empower users to deal with this issue. Most importantly, these sections offer suggestions and good practice case studies on how to provide specific guidance and procedures for supporting young people involved in cyberbullying.

4. Understanding cyberbullying

4.1 How do we define cyberbullying?

One of the first challenges faced by any professional wanting to understand cyberbullying is how to define the nature of this behaviour. Various academics and researchers have defined cyberbullying differently – some have applied various contexts and factors to their definition, while others have taken definitions of traditional (offline) bullying and applied them to online spaces.

Some core characteristics that may be applied to cyberbullying include:

- intention
- repetition
- a power imbalance
- a sense of anonymity
- use of electronic/digital technology
- accountability (a lack of)
- publicity.

Some definitions also distinguish between **direct cyberbullying** (for example, offensive messages sent directly to another person online with the intention of upsetting them) and **indirect cyberbullying**, where the target isn't aware of the behaviour (spreading rumours about them or publishing private personal details online for others to see).

It is also important to acknowledge that, in many instances of cyberbullying involving youth, there is likely to be a form of offline bullying occurring at the same time, or a link between the victim and the perpetrator offline.

The KID_ACTIONS[2] project explored the definition and nature of bullying where it was acknowledged that defining cyberbullying is challenging, particularly when some definitions use 'traditional' (offline) bullying as a basis whereas others do not. There are also instances where other forms of online violence may intersect with bullying behaviour, for example, gender-based violence, racism or homophobia.

For the purposes of this guide, the following working definition of cyberbullying is used:

> *"Cyberbullying usually involves a child being picked on, ridiculed and intimidated by another child, other children or adults using online technologies. This bullying may involve psychological violence. Cyberbullying can be intentional and unintentional."*

4.2 What forms can cyberbullying take?

Cyberbullying can take many forms and encompass a broad range of behaviours. The use of technology and online tools/services means that instances of cyberbullying can include any of the following forms:

- **Text** (such as threatening or offensive comments, social media posts, website content or messages).
- **Visual** – images or videos (such as embarrassing or compromising images of a victim, fake or manipulated images/videos, visual content designed to elicit fear/shock/upset, and memes designed to mock or offend).
- **Audio** (such as threatening voice messages or phone calls, offensive in-game audio chat, or other audio designed to intimidate, offend or upset).
- **Behaviours that mirror offline violence** (such as behaviour where a user may repeatedly invade the 'physical space' of another or repeatedly target and attack them in a game or VR experience).
- **Public communication** (bullying behaviour visible to other online users).

[2] https://www.kidactions.eu/wp-content/uploads/2021/09/KID_ACTIONS_Public-report_Multidimensional-methodology-and-socio-technical-requirements_v.1_Rev-AT-1.pdf

- **Private communication** (bullying behaviour visible only to the victim(s)).

Pozza et al (2016)[3] also outlined a number of specific behaviours that can be considered as forms of cyberbullying:

Behaviour	Definition
Catfishing	Occurs when someone steals/creates a child's online identity to recreate social media profiles for deceptive purposes.
Cyberstalking	Involves continual threatening and sending of rude messages.
Cyber-persecution	Continuous and repetitive harassment, denigration, insulting and threats.
Dissing	Occurs when someone uploads cruel information, photos or videos online.
Exclusion	The rejection of a person from an online group provoking his/her social marginalisation and exclusion.
Flaming	The online sending of violent or vulgar messages. It differentiates from harassment on the basis that flaming is an online fight featured by anger and violence.
Fraping	The changing of details on someone's social media page when they leave it open.
Griefing	The harassment of someone in a cyber-game or virtual world.
Grooming	Befriending and establishing an emotional connection with a child, and sometimes the family, to lower the child's inhibitions for child sexual abuse.

[3] https://www.researchgate.net/publication/307864766_CYBERBULLYING_AMONG_YOUNG_PEOPLE

Happy slapping	Aggressive or degrading behaviour conducted and recorded by a bystander and the video is then forwarded to other people online.
Impersonation	The impersonation of someone else to send malicious messages, as well as the breaking into someone's account to send messages or like posts that will cause embarrassment or damage to the person's reputation and affect his/her social life.
Masquerade	A situation where a bully creates a fake identity to harass someone else.
Online harassment	The repetition of harassment behaviours on the net, including insults, mocking, slander, menacing chain messages, denigrations, name calling, gossiping, abusive or hate-related behaviours. Harassment differs from nuisance in light of its frequency. It can also feature as sexual harassment if it includes spreading of sexual rumours, or the commenting of the body, appearance, sex, gender of an individual.
Outing (also known as Doxing)	Occurs when personal and private information, pictures or videos about someone are shared publicly without permission.
Sexcasting	Similar to sexting but it involves high-definition videos of sexually explicit content.
Sexting	The circulation of sexualised images via mobile phones or the internet without a person's consent.
Threats	To damage existing relationships, threats to family, threats to home environment, threat of physical violence, death threats.

Tricking	Occurs when someone tricks someone else into revealing secrets or embarrassing information, which is then shared online.
Trolling	The persistent abusive comments on a website.

Figure 2: Behaviours that may be considered cyberbullying, Pozza et al (2016)

In addition to these forms, a consideration of the main roles involved in cyberbullying can also help to understand the nature of the phenomenon.

Pozzo et al (2016) proposed three main roles, with subtypes:

- **Perpetrator(s)** – a bully or bullies, i.e., the person(s) who conduct cyberbullying activities:
  - **Entitlement bullies** – feel they are superior/have the right to bully others.
  - **Retaliators** – those who have been bullied and seek revenge.
- **Victim(s)** – i.e., the person(s) who are targeted by cyberbullying activities.
- **Bystander(s)** – i.e., the person(s) who witness the cyberbullying activities:
  - **Part of the problem** – encourage the bullying or do not intervene at all.
  - **Part of the solution** – stand up to the bullying or seek to stop it.

These three main roles can be useful to consider in the context of prevalence rates, and what that can mean for how professionals support those involved in instances of cyberbullying.

A systematic review and meta-analysis of cyberbullying prevalence in EU countries by Henares-Montiel et al (2022)[4] found that **cybervictimisation** rates (youth reporting they are victims of cyberbullying) across studies varied between 2.8-31.5

[4] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9223899/

per cent and **cyberperpetration** rates (youth reporting they have bullied others) varied between 3.0-30.6 per cent. The role with the highest prevalence (and greatest range) was that of **cyberbystander**, varying from 13.0-53.1 per cent across studies.

Therefore, the most common group of young people experiencing cyberbullying are typically those who are bystanders rather than those who are victims or perpetrators. It is important to consider the practical advice and support given to youth who are concerned about cyberbullying but who are not directly involved.

4.3 What are the motives behind cyberbullying?

There are a number of different reasons why an individual may bully someone else online. These include:

- An extension of bullying offline – shifting the behaviour online allows a bully to target someone at any time of day or night, and from any geographical location. It also allows them to abuse or harass someone multiple times very quickly, whether through repeated behaviour on one app or platform, or a wide-ranging attack across multiple online platforms and services.
- Seeking 'revenge' on someone who they believed has wronged them.
- Treating someone else badly in order to make the bully feel 'better' about themselves.
- Displacement – some bullies are the victim of bullying themselves and seek to displace their feelings about their own abuse by targeting someone else with the same behaviour.
- Perceiving bullying to be 'fun' or a game; being online (and sometimes anonymous) can disinhibit people to see cyberbullying behaviour as 'not real'.
- A lack of engagement in, or understanding of, morals, emotions and empathy.
- Joining in with the bullying behaviour by others in order to conform to social norms or 'fit in', or as a result of peer pressure on them.

- An attempt to get attention from other users.
- A targeted attack on an individual or a group motivated by dislike, prejudice or hatred for personal characteristics (such as race, gender, sexual orientation, etc.). In these cases, bullying would also be considered hate speech and (if inciting violence) possibly also a hate crime.

4.4 What is the impact of cyberbullying?

The way in which cyberbullying can impact on the young people involved can vary dramatically from incident to incident. It is dependent on a number of factors, such as the previous experiences of those involved, the specific nature of the bullying, the resilience of the victim, the way in which the issue is resolved (if it is resolved at all), and the potential for impact to vary over time, from short term to long term.

While there can be significant differences across cyberbullying incidents, there are some patterns and shared characteristics with regards to impact. A systematic review by Bottini et al (2015) identified greater emotional and psychosomatic problems in both victims and perpetrators, as well as both experiencing social difficulties and feeling less safe or cared for at school. An association between cyberbullying and depressive symptoms, substance use and suicide ideation and attempts were also established. The Annual Bullying Survey 2020[5] by Ditch the Label in the UK, found that a significant number of youth felt depressed as a result of being bullied (36 per cent), with a third (33 per cent) experiencing suicidal thoughts and over a quarter (27 per cent) self-harming in some way.

[5] https://www.ditchthelabel.org/research-report/Annual%20Bullying%20Survey%202020

5. Strategies for dealing with cyberbullying

With cyberbullying encompassing a wide range of behaviours, having a varying impact on the individual young people involved and potentially involving a broad array of devices and online platforms, it is crucial to treat each case in context and provide specific advice and guidance to support a young person in resolving the issues.

This section will consider strategies and advice from three main perspectives – **responding as an individual**, **responding as part of a group**, and **supporting as a professional**. While over half of contact made to the Insafe helplines is from youth, a significant proportion is from teachers and parents/caregivers. Providing advice that teachers and other educational professionals can use to improve policy and practice in their school can help not only to deal with the cyberbullying issue at hand, but also help in understanding, preventing and responding to future incidents.

5.1 Responding as an individual

When supporting a young person in understanding and dealing with a cyberbullying issue, it is important to consider the following areas:

- **The nature of the bullying** – What are the specific forms of bullying that they are experiencing? How frequently have these occurred? Is offline bullying also taking place?
- **Local laws** – does any of the bullying behaviour (potentially) break the laws in your country?
- **Their involvement** – Are they being bullied or expressing concern for others who are? Are they a perpetrator and struggling with managing their own behaviour?

- **The perpetrators** – Are they known to the victim? Are they identifiable or anonymous?
- **The impact** – How is this bullying behaviour affecting the mental health and well-being of the young person? What emotions are they experiencing? Are they in danger of being physically harmed or abused? Is the bullying affecting their reputation (online and/or offline)?
- **What actions they have taken?** – Have they attempted to challenge/stand up to the bullying? Have they spoken to anyone about their concerns? Have they used any online tools to seek help or support?

The advice provided to each individual and action taken will differ depending on their circumstances – a young person in significant distress as a result of being bullied may require more urgent access to counselling and support than a young person making contact with the helpline to express concerns about online behaviour towards their peers.

However, there are a number of strategies that you can share and discuss with youth on how to respond to cyberbullying that are applicable to many incidents:

- **Don't ignore it** – For some young people, there is a belief that bullying (including cyberbullying) is 'one of those things that happens to you' during childhood. This can lead to a passive acceptance of the behaviour when it occurs. Other youth have experienced situations where they have told a trusted adult about cyberbullying, and the response has been to 'just ignore it'. It is important to take all concerns about cyberbullying seriously and not brush them off as merely being a friendship issue or a problem that will go away on its own. Ignoring cyberbullying prevents the root cause of the problem from being tackled. While ignoring it may bring the cyberbullying of one young person to an end, there is a risk that it just redirects a bully's attention onto another victim to allow the process to start again.
- **Don't retaliate** – In many instances of bullying, the perpetrator is looking to get a reaction from the victim or others who experience the bullying – typically a strong emotional response such as anger or upset. Therefore,

responding to cyberbullying with aggressive or abusive behaviour is never recommended, as it often leads to an escalation in behaviour. A young person being bullied who then attempts to bully the perpetrator also runs the risk of facing consequences for their abusive behaviour.

- **Look for ways to positively challenge** – While retaliation is not recommended, there are instances where a young person (particularly one in a role of bystander) may be able to intervene or challenge cyberbullying in a way that may lead to a faster resolution. This could include:
    - Publicly calling out unacceptable behaviour to draw attention to it.
    - Privately messaging the perpetrator(s) to ask them to stop or explain why their behaviour is unacceptable.
    - The suitability of challenging cyberbullying depends on the context – if a young person feels that challenging the behaviour will place them or others at risk then it is not a recommended strategy; there are other ways to deal with the behaviour.
- **Look for ways to positively support** – In many instances, supporting the victim(s) may be more effective than focussing on the perpetrator(s). Strategies to positively support include:
    - Publicly sharing something positive about the victim(s).
    - Privately messaging the victim(s) to offer help, make your support known, give advice, or attempt to improve their mood.
    - Seeking support on behalf of the victim(s), e.g. speaking to a helpline or trusted adult.
    - Reporting content and users to the games/apps/platforms where the bullying behaviour occurs.
- **Saving evidence** – Bullying through technology can be captured in a variety of ways, which can be helpful in collecting proof of the behaviour, as well as patterns of behaviour. Most smartphones, tablets and computers allow screenshots to be captured (saving any content on screen at the time)

through pressing one or two buttons on the device. Games consoles and newer phones/tablets also allow easy video capture of a screen. On some apps/platforms, chat logs or message history can also be backed up or saved, retaining evidence of bullying behaviour even if a perpetrator deletes the content. This evidence can then be shared with people/organisations who can help or referred to online platforms as proof of rule-breaking (or possibly illegal) behaviour on their service.

- **Seek help and support** – Some youth may be very reticent to tell a trusted adult about cyberbullying for fear that they won't understand or might dismiss it rather than help. However, it is important for a young person to reach out for help from someone offline and recognise where they may be able to find this support. This may include parents/caregivers, teachers, other trusted adults and law enforcement. Peer support can also be very important to youth – discussing issues with friends to seek advice or decide next steps can be a powerful way for youth to take some control of the situation to take positive action.

5.2 Responding as a group

The following advice is particularly relevant for youth who experience cyberbullying of someone else in a group setting online and wish to take steps to tackle it.

- **Establish and enforce expected behaviours** – For some youth, they may become moderators or administrators for online spaces (such as messages boards, Discord channels and servers, and other online groups). In these instances, they can help define and reinforce the expected behaviours in that space. Regardless of their role, all young people can contribute to a positive culture in online spaces by understanding and following the rules and expectations that exist.
- **Awareness raising** – Youth can play a powerful role in signposting other online users to the rules, or to sources of help and support if a group member is receiving abuse or requires help.

- **Promoting inclusivity** – Different online spaces are aimed at different groups of people (such as those with a particular interest) but all youth can contribute to making these spaces inclusive by acknowledging and respecting differences between themselves and other users, being positive and friendly in interactions with others, and focusing the experience on the shared interest/purpose of the space, rather than on the individual characteristics of its user base (unless that is the purpose of the group).
- **Group reporting** – Due to the nuanced nature of cyberbullying, it can be difficult for an online platform to establish if a single piece of content, comment or message is a one-off incident of conflict, or part of wider bullying behaviour. A single user report made about that content may not provide context. However, if multiple users report the same content, or if multiple posts by a single user are reported, this can give the online platform more insight into what is happening. Youth can encourage other bystander users to help by reporting bullying behaviour wherever they see it – if a large number of users report the same behaviour, it may be noticed and acted upon by the platform more quickly and effectively.
- **Building a reputation** – How a group feels about you can affect your vulnerability to being bullied. Encouraging youth to build a positive reputation in a group or online space can protect them from bullying behaviour – if someone attempts to bully them publicly, there is more chance that the group will rally their support to help a young person. A negative reputation (or no established reputation) may lead to group apathy if a young person is bullied, or could even encourage other users to also bully in the belief that the young person 'deserves it'.

5.3 Responding as an educator

The following advice may be applicable to teachers and other educational professionals seeking support on how to deal with cyberbullying involving their students.

- **Promoting education and awareness** – Finding opportunities to educate youth about the nature of cyberbullying, the impact it can have on victims, and strategies to respond to it are important steps in tackling cyberbullying at all levels. A meta-analysis of school-based cyberbullying prevention programmes by Hajnal (2021)[6] found that education that focused on online safety was more effective in reducing victimisation, whereas education focused on social and emotional learning (SEL) and peer mentoring was more effective in reducing the rate of perpetration.
- **Preventative strategies** – What is in place to deter youth from bullying (including cyberbullying)? This could include clear rules and expectations of behaviour, with clearly outlined sanctions for those who do not adhere to those rules, systems to monitor online behaviour, and actions and strategies to promote inclusivity and acceptance of difference. Providing opportunities for youth to talk about their experiences, friendships and relationships can also help them to distinguish between relationship issues and bullying, establish personal boundaries, and develop empathy.
- **Reporting and response routes** – How does the school deal with bullying issues, including cyberbullying? Establishing clear processes for how an issue can be escalated, and who it can be escalated to, can provide teachers with greater confidence in supporting youth to tackle the root cause of the bullying (which, in a number of cases, may involve one or more students from the same school). Being familiar with external agencies who can provide support is also key, as is understanding relevant laws that may require the bullying to be reported to law enforcement. The KID_ACTIONS education toolkit[7] contains activities for professionals who wish to develop a structured response to cyberbullying incidents.
- **Considering restorative justice** – In many instances of offline bullying, a resolution is achieved by bringing the affected parties together to help

[6] https://base.core-evidence.eu/publications/1269
[7] https://www.kidactions.eu/wp-content/uploads/2022/03/KID_ACTIONS-Child-protection-guidance-1.pdf

perpetrators understand the impact their behaviour has caused to the victim(s), seeking an apology from the perpetrator(s), imposing sanctions on the perpetrator(s) for their behaviour, and concluding with an agreement that this behaviour will no longer occur. However, with cyberbullying this may not always be possible, particularly if it is difficult to identify the perpetrators. Therefore, alternative strategies need to be considered if restorative justice is unlikely or impossible to achieve, to allow victims to move forward. The wishes of the victim(s) should also be taken into consideration alongside any rules/sanctions that are used to guide a restorative justice process; not all young people will want to communicate with/face their bully, and some youth may lack confidence in the effectiveness of this approach. (In some cases, restorative justice could lead to further motivating a bully to continue their abuse towards a victim, rather than dissuade them.)

- **A zero-tolerance approach** – Many schools approach bullying with a zero-tolerance approach: no bullying (of any kind) is tolerated, and all instances are dealt with according to school rules. While there is merit in adopting this stance to unacceptable behaviour, cyberbullying is a phenomenon that can occur for a variety of reasons, including through peer-pressure and bullying by victims themselves. There may also be mental health, safety or other welfare concerns around a student that lead them to bully others. Therefore, while it is always important to take cyberbullying incidents seriously, the consideration of the welfare of all youth involved (regardless of their role) should be paramount.

6. Tools to tackle cyberbullying

This section provides a brief overview of the main types of tools available to users of social media, gaming and messaging platforms to tackle cyberbullying incidents. Given the vast range of apps and games available, it is impractical to highlight every feature available on every platform/service, but the following provides a summary (and a consideration of the effectiveness) of the types of tools that young people can be directed towards and encouraged to use.

- **Blocking** – Many popular apps and games offer options to block (or mute) offensive users. While blocking tools can be a useful way for a victim (or bystander) to prevent seeing or receiving communication from a bully, they can be limited in effectiveness. Blocking a perpetrator doesn't prevent them from continuing to be hateful or offensive about the victim; it just means the victim can no longer see it. A persistent perpetrator may also easily circumvent this approach by creating a new account on the service to restart contact with the victim.
- **Reporting** – Most social media platforms and messaging apps have options for reporting content or users in breach of the community standards or terms of service. Online gaming platforms such as PlayStation, Xbox, Nintendo and Steam also include reporting tools, as do many online games. Depending on the app/game, specific options available in the reporting tools may or may not explicitly include cyberbullying, but most include the option for reporting a user violating the rules or behaving inappropriately. Some young people may be cynical as to whether these tools are effective in dealing with bullying – some platforms are more proactive than others, and some instances of cyberbullying are hard to report in isolation due to the nuances in the behaviour. Regardless, encouraging youth to use the report button (regardless of whether they are witness to or a victim of cyberbullying) provides opportunities for the platform to act and provide support.
- **Safety centres** – Larger online platforms (such as popular social media apps) also provide a safety centre containing information and advice to users

on how to use the platform positively and safely, as well as how to report issues. Some centres allow users to provide more detail when reporting an issue, which can be helpful in conveying the context of a cyberbullying incident to get better support. Encourage youth to provide as much detail wherever possible in reporting tools and contact with platforms.

- **Signposting to sources of support** – With the introduction of the Digital Services Act (DSA), many platforms are doing more as part of their responsibility to protect younger users. Part of this includes raising awareness of national sources of help and support that may be useful to youth in their country. Platforms may also participate in national and international awareness campaigns (such as Safer Internet Day) and provide additional safety/well-being advice and information relevant to their users.
- **Prompts/reminders** – Many platforms and services use algorithms to analyse patterns in user behaviour. Some have used this data to develop assistive tools that recognise when a user is about to post something offensive or is behaving in a way that suggests a concern for their welfare. Platforms such as Instagram and Facebook may prompt a user with a message when it recognises these behaviours, asking them to pause and consider their post/message, or provide signposting to a source of support or advice.

7. Case studies

The following case studies provide some examples of the types of issues that the Insafe helplines are dealing with. They outline the problem and identify some of the possible solutions and support that was given to the victims and their families.

7.1 Cyberbullying – grief exploitation

A helpline was contacted about a young boy who became the target of a malicious campaign targeting his grief. The perpetrators went to great lengths to cause emotional distress by sending the boy photos of his deceased relatives (including aunts and uncles who had died many years earlier; these were the same images that are traditionally shared during a memorial service in celebration of their lives). The intent was to instigate feelings of despair and potentially lead the victim towards suicidal thoughts. The timing and nature of the images seemed to be clearly calculated to exploit the boy's grief and provoke an intense emotional reaction.

In response, the helpline advised the family to report the incident to law enforcement to initiate an investigation into the origin of the photos and identify the perpetrators. The guidance provided to the boy's parents included steps that they could take to document and preserve evidence which would aid law enforcement in their efforts to trace the source of the distressing images. Support was also provided over the phone to the parents and an offer was made to support the boy in person if this would be helpful.

7.2 Cyberbullying – harassment on Instagram

The helpline was contacted by a young person who had been receiving insulting messages on Instagram over several weeks. The young person is a student who lives alone and believes that it could be an ex-partner who is behind the messages but is unable to prove this. The caller is becoming increasingly concerned because

the messages aren't stopping and the insults are becoming ever more violent and aggressive.

The helpline counsellor explained that the helpline is part of a trusted flagger scheme with Instagram and works closely with them. The counsellor is able to share a link to an online form that can be used to report the problem. Legal assistance was also offered by the helpline should the victim need this and, in particular, if she is contacted by her ex-partner. Being able to discuss the situation with a counsellor provided immediate relief and support. It materialised that the victim had a good support network and she seemed noticeably more relaxed and at ease by the end of the call. She did express some frustration that even if the messages stop, she will probably never know the motivation behind it which is something that is experienced by many victims of cyberbullying.

7.3 Cyberbullying – sextortion

A 16-year-old boy contacted the helpline saying that he had been having conversations with a girl from another country for about three months. He explained that he had a crush on her and that she had sent him pictures of herself on Instagram and they talked regularly. He had seen pictures of her with her friends. She then started to send nude photos and asked him to do the same. When he did send some nude images the blackmail started and the profile of the girl turned out to be fake. The blackmailers demanded to be paid $7000 within a month or the photos would be published. They had a list of his friends on Instagram. The helpline counsellor provided support for the boy and helped him to apply the right to be forgotten in case the images were shared online. He was also advised to speak with his parents and to involve the police who would also be able to provide support.

7.4 Cyberbullying – online threats – doxing website

A 17-year-old boy contacted the helpline. Someone had created a website which contained lots of personal information about him including his address, photos of the place where he lived, along with a threat that they were 'coming for him'. There

was no information about why they were coming for him or who 'they' were. The boy was given psychological support and referred to face-to-face counselling. He spoke to his parents who then notified the police, and he moved to stay with other relatives for a few days. The school were also made aware and had arranged to speak to the boy as there were suspicions that it could be someone from his school.

8. Advice from Insafe helplines

8.1 Advice from Cyberhus – Danish helpline

The Danish helpline (Cyberhus) often addresses the issue of cyberbullying and regularly engages with young people on this through counselling sessions. Each case is unique and is approached accordingly. This example from their advice column shows how counsellors would typically interact with young people around this issue. It also highlights that, quite often, cases are complex and are not solely about one specific issue. https://cyberhus.dk/brevkasse/filter

In addition to direct enquiries from children and young people, Cyberhus also publish a blog to share knowledge, advice and experiences related to various aspects of online well-being. This example is a post on image-sharing where cyberbullying had also occurred. https://cyberhus.dk/blogs/netlivs-bloggen/hvorn%C3%A5r-m%C3%A5-man-dele-billeder-med-andre

8.2 Advice from Bris – Swedish helpline

Bris is a general helpline and offers support to children and young people on any issue whether on or offline. The Bris approach is based around the UN Convention on the Rights of the Child (UNCRC). It is important to recognise that children and young people will often not distinguish between things that happen online and offline – the focus is often on the issue at hand; whether it happens online or offline is of secondary importance.

With regards to bullying, the approach is to explore if the child/young person is:

- looking for help to get support in real life – i.e. from a parent, caregiver, teacher or coach.
- looking to discuss with a helpline counsellor how bullying can affect one's self-esteem.
- looking for strategies on how to stand up for themselves.

Bris also offers theme chats where children and young people are able to ask about or describe a specific issue and get an answer from a counsellor in an open forum. The intention of this is to demonstrate to young people that they are not alone – others have felt, seen, done and been exposed to similar situations, and this can relieve stress and feelings of shame. The chat threads are kept so that others can see the questions and answers on specific topic.

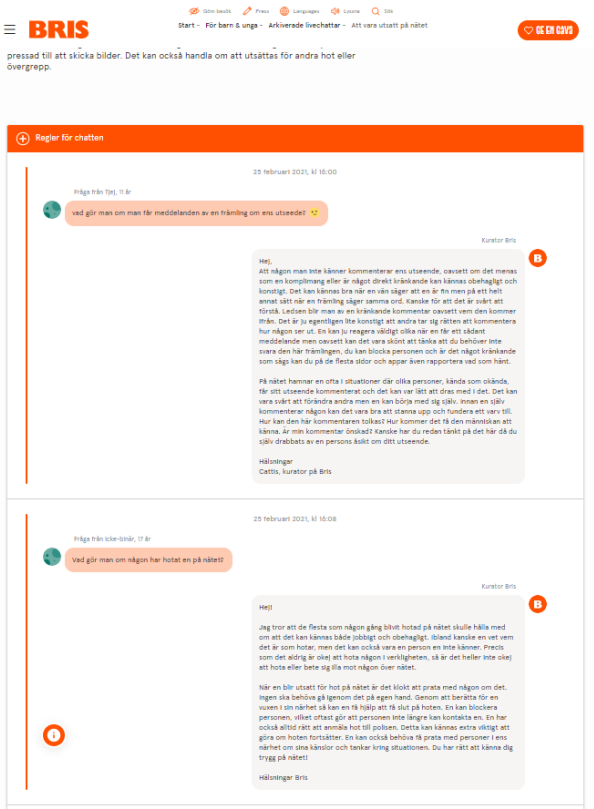

Figure 3: Screenshot of chat thread in Swedish (original) available at (zoom to read) *https://www.bris.se/for-barn-och-unga/livechatt/arkiverade-livechattar/livechatt/97cf8e72-780c-462a-8de5-228797b4863b*

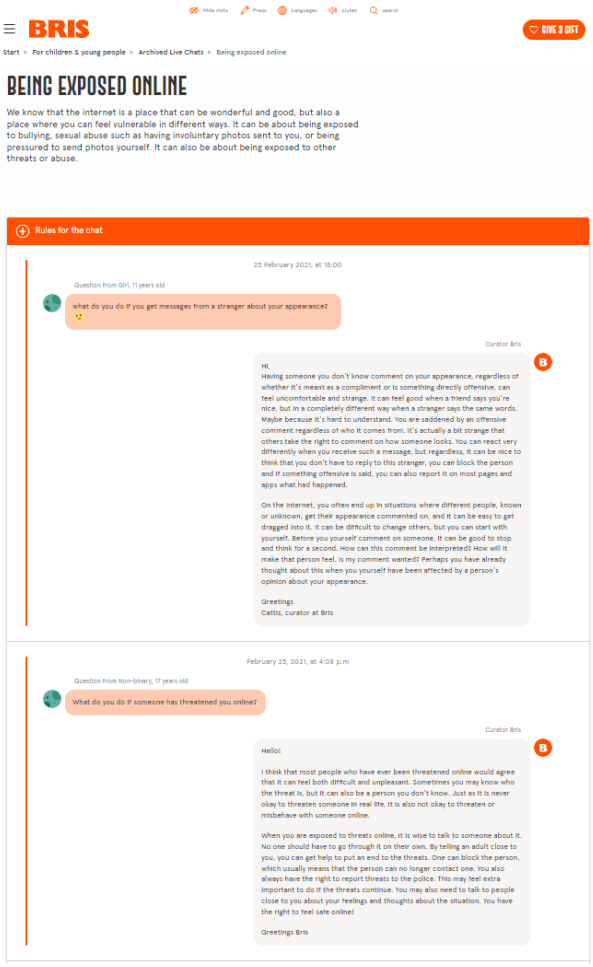

Figure 4: Screenshot of chat thread in English (auto translated) (zoom to read)

8.3 Advice from Nummer gegen Kummer e.V. – German helpline

The German helpline has produced two guides for their helpline counsellors to use when supporting children and young people who contact them about cyberbullying (or cybermobbing as it is typically called in Germany). One contains background information and the other focuses on counselling. Both can be found in Annex B of this document.

9. Resources

The Insafe network has a wide range of resources that can be accessed from the BIK (Better Internet for Kids) portal. It is possible to search for resources by keyword, language and by minimum/maximum age of the target audience. There are currently over 2,500 resources available to access and download covering all aspects of online safety. Below is a list of relevant resources about cyberbullying from across the network.

Austria	Cyberbullying – scavenger hunt The cyberbullying scavenger hunt is a free online puzzle game for 10- to 14-year-olds. The game involves solving tricky questions on the topic of cyberbullying, dealing with questions such as: What is cyberbullying? What can I do if I am affected myself? How do I react to hate comments on the internet? Active against cyberbullying Teaching material which raises awareness about cyberbullying among pupils, parents and teachers. It also seeks to identify where the line between 'fun' and hurt actually lies.
Belgium	Educational file 'Stop cyber-harassment' A pedagogical resource to stop cyberbullying from Child Focus. Available in French and Dutch. How to prevent cyberbullying using a media literacy approach These notebook resources describe the actions to be undertaken in a media education dimension and offer, as a toolbox, some useful resources.
Bulgaria	Cyberbullying in games

	A short, animated video which presents the risk and how best to react to it.
Croatia	Cyberbullying and peer-to-peer violence This is an expert article which showcases the work of the Croatian helpline in supporting children and young people with cyberbullying cases. It includes tips and advice for teachers and parents too. #Niceword – nice word is all we need! A video addressing hate speech online.
Cyprus	Learning suggestions for cyberbullying A course designed to make students aware of the potential for using digital technology for information exchange and communication, as well as how to deal with cyberbullying incidents.
Czech Republic	Podcast: Nela vs cyberbullying: prepare for battle in the online world. This educational game deals with what cyberbullying looks like and how victims can feel. It is aimed at the second grade of primary school age group. Cyberbullying video The video recognises that anyone can become a victim of cyberbullying and that it can be easy to get involved. It provides information on how to deal with cyberbullying if it happens.
Denmark	Together for better online communities Teaching material for 7th to 9th grade pupils aimed at helping pupils to recognise and understand dynamics in online

	communities so that they can better contribute to making healthier communities, and react and ask for help if needed. Online Detours An online magazine which looks at how the internet can support and strengthen extremist beliefs and actions among young people. It includes a chapter on hate speech and another on digital empowerment against extreme messages.
Estonia	Cyberbullying for 5th-7th grade pupils A lesson plan to support teachers in discussing online communication with pupils. It particularly focuses on how to deal with and prevent cyberbullying. Smartly on the web with Buddy Bear A digital education resource which speaks about cyberbullying in the broader context of bullying.
Finland	Stop Cyberbullying game Children and young people need friendship skills and action models to show how to act when faced with cyberbullying against themselves or others. This game is aimed at 10- to 16-year-olds, and helps them to think about fair and respectful encounters in social media and in digital games. Cyberbullying survey The results of a cyberbullying survey carried out with children and young people in Finland with suggestions on how to tackle the problem.
France	e-learning courses on cyberbullying Three educational online training courses for teachers about online bullying. In each course, professionals can find key

	elements and definitions to better understand the online bullying process. This includes video materials, advice and information on the legal framework.
Germany	What to do about (cyber) bullying? A handbook on cyberbullying and how to deal with it. Available in English and German, it provides information on what cyberbullying is, who it affects, and what can be done to prevent it. Ratgeber Cyber-Mobbing This manual focuses on the peculiarities, functions, reasons and prevalence of cyberbullying, and on the subject of cyberbullying in the media. It also explains in how far cyberbullying is a criminal act in Germany, how to prevent cyberbullying, and how cyberbullying can be recognised. Three expert interviews highlight the legal possibilities as well as psychological aspects and consequences of cyberbullying, providing advice for those affected and their relatives.
Greece	Be kind online A PowerPoint presentation which explains to young children how and why they need to be kind online. Communicate with respect An e-book with activities on how to communicate with respect online. Cyberbullying poster A poster for older children that explains cyberbullying and what to do to protect yourself.
Hungary	Youth perspective on cyberbullying - Fanni Borbás

	A short video, created by a youth panellist, providing a youth perspective on cyberbullying. The video is available in English and Hungarian. How to protect yourself from cyberbullying on social media A decision tree to provide help to young people being cyberbullied (also available in several other languages – see below).
Iceland	Poster – think before you post Aimed at encouraging young people to think carefully before sharing or posting content online.
Ireland	The Respect Effect This anti-bullying educational resource is designed to support teachers in addressing the learning outcomes within the Junior Cycle SPHE course that relate to online bullying and abusive behaviour, and to empower students to take action against online bullying through their own positive actions and behaviours. Video – supporting school leaders in promoting a preventative whole-education approach to cyberbullying Video – fostering a student-centred and caring anti-bullying school environment
Italy	Can you defend yourself against cyberbullying? A video interview on TikTok. Cyberbullying – advice and tips for parents This resource provides advice for parents and caregivers who are concerned about cyberbullying, including practical tips on how they can support their child.

	Respect all – fear none An article that analyses the connections between victims and perpetrators of face-to-face bullying and cyberbullying, and considers the emotional and physical well-being of children and young people. The article was written by member of the Italian youth panel.
Latvia	It isn't funny, it HURTS! A video telling the story of a young girl who has been humiliated online, designed to stimulate discussion about a range of issues including cyberbullying.
Lithuania	Website about challenges online A website providing support and guidance for children and young people about a range of issues that they might encounter online, including cyberbullying. Cyberbullying box A resource designed to allow students, parents and teachers to anonymously report acts of bullying. Educational video about cyberbullying A case study about a girl who suffered cyberbullying and how she dealt with the situation. The video can be used to stimulate discussions with children and their parents. Flyers on cyberbullying Information and recommendations for children, parents and teachers about cyberbullying, including definitions, information on how to deal with it, and how to provide support for children and young people if it happens.
Luxembourg	Cyberbullying – on a mission with Detective Shadow

	The children help Detective Shadow with his investigation and become experts in uncovering cyberbullying cases themselves. During the mission, the class solves several riddles together with the Detective to find out the topic of the training (cyberbullying) and the character responsible for the cyberbullying cases. The children have also the possibility to design their personal cyberbullying expert briefcase. At the end of the 'mission', participants know how to take action against cyberbullying and how to stand up for others.
Malta	Back to school campaign – stop responding, combatting cyberbullying BeSmartOnline's back-to-school campaign features a moving image promoting kindness and discouraging cyberbullying. The accompanying caption, aligned with Bullying Prevention Month, encourages users to play a role in creating a positive digital environment.
Netherlands	Children online – website The website provides information on how to make safe use of the internet. It includes information about cyberbullying and how parents and schools should respond.
Norway	Ten tips for young people to avoid cyberbullying This blog article contains tips aimed at teens to help them avoid cyberbullying. It recognises that young people can be both victims and perpetrators of cyberbullying, and provides guidance and support for both parties.
Poland	Cyberbullying prevention programme – IMPACT A complex cyberbullying prevention programme for schools called IMPACT, developed with experts from the Faculty of

	Psychology of Warsaw University, Warsaw Technical University, and the Institute of Occupational Medicine in Łódź. The programme is based on best practice evidence and includes components of psychological, social and technological intervention. The resulting 10-hour programme includes a handbook and supporting materials such as films, a multimedia presentation and an app. The programme also comes with an e-learning course for teachers which shows them how to conduct the classes.
Portugal	A learning resource focusing on cyberbullying A short leaflet providing statistics on cyberbullying, as well as hints and tips on how to deal with it if it happens.
Romania	Cyberbullying The video highlights the struggle that a cyberbullying victim can go through every day, both at school and at home. As there is no dialogue, this resource could easily be adapted.
Slovenia	Cyberbullying and cyber abuse of children and adolescents The handbook contains information for social workers on how to deal with cases of violence and abuse of children and young people that they encounter online. Forms of online violence and abuse addressed in the handbook include sexual violence and sexual abuse, hateful, offensive and violent content, and abuse of privacy. The manual is intended primarily for social workers in Centres for social work, but is also beneficial for police officers and school social workers. It includes a number of practical examples with suggestions on how to react in different cases. Leaflet addressing bystanders in cyberbullying situations

	The leaflet contains a collection of advice for young people who witness cyberbullying. Bystanders play an important role in any cyberbullying situation and need to be properly addressed.
Spain	Campaign: Zero-tolerance to cyberbullying The objective of this campaign is to give a complete perspective of cyberbullying. It contains a wide range of resources like blogs, videos, games, visuals and videos. All of them aimed to raise awareness among minors in different roles of cyberbullying, but also families and teachers at schools. Recommendations of cybercoexistence This comprehensive guide presents a series of recommendations to address initiatives that contribute to the improvement of cybercoexistence in non-university teaching centres. This guide could be interesting for management teams, teachers and academic entities in general. Cybertask for kids: intergenerational workshop about cyberbullying The objective of this task is to prepare a workshop about prevention of cyberbullying directed to families of primary and secondary schoolers. The activity is designed to plan and execute participatory actions that create collaborative environments, promote peer learning, how to act in response to disputes, alongside the promotion of emotional learning. Didactic unit: We live online This didactic unit, divided into two sessions, is designed for teachers to prepare a working day for kids to raise awareness about cyberbullying. These two sessions are:

	• With respect on the internet:
	The objectives are to:
	  ◦ analyse different social relationship situations.
	  ◦ identify the feelings of the people involved.
	  ◦ propose alternative dialogues to improve relationships and prevent or minimise conflicts.
	• Don't stay on the sidelines:
	The objectives are to:
	  ◦ strengthen empathy, ethics and self-confidence.
	  ◦ promote group cohesion to oppose bad attitudes.
	  ◦ Learn how to block and report annoying messages and users.
	The cybersecurity ladder
	This game is a version of the 'snakes and ladders' game, which aims to teach players how to challenge offensive conduct and support victims of cyberbullying. Alongside minors, the game is also targeted at families, teachers and educators.

Sweden	Exposure and crime online (Utsatthet & brott på nätet) | Bris - Barnens Rätt i Samhället This page on the BRIS (Swedish helpline) website emphasises that online bullying can be as severe as being bullied elsewhere. It suggests various ways to get help and support.
Better Internet for Kids	BIK Teacher corner A section of the Better Internet for Kids website providing self-directed training modules for educators and professionals

	to learn and understand about online risks, including cyberbullying.
European Schoolnet	KID_ACTIONS A project involving European Schoolnet and European project partners, KID_ACTIONS provides information, research and educational materials for formal and non-formal educators to work with their students on preventing, understanding and responding to cyberbullying. A free educational toolkit and digital tools are available.
Resources in multiple languages	#Up2Us This in an antibullying kit which aims to empower young people to tackle cyberbullying within their communities. The resource contains ten lessons which are aimed at 12–15-year-olds. It is available in English, German, and Slovenian. Decision tree A decision tree resource, designed to provide step-by-step help to children and young people who are being bullied on social media:

- English
- German
- Portuguese
- Bulgarian
- Finnish
- Dutch
- French
- Hungarian
- Polish
- Greek

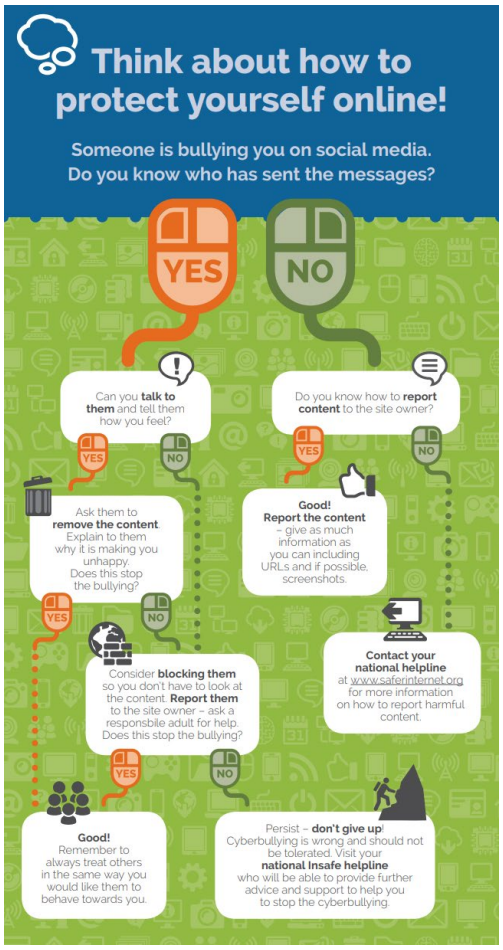

Figure 5: The cyberbullying decision tree (in English)

Annex A: Helpline categories

The following are the helpline category definitions (and their groupings) as used from 1 April 2023.

Category	Definition
Being online	
Advertising/commercialism	Misleading policies, terms and conditions, fake advertising.
Data privacy	Issues related to the abuse of personal or private information, as well as how to protect privacy and how to react when something has gone wrong.
Fake news	False or misleading information which is presented as factual – either unintentionally (misinformation) or intentionally (disinformation).
Media literacy education	Callers asking for information relating to a better understanding of the internet, online services and how they can be used.
Potentially harmful content	Including online prostitution, drugs, eating disorders, etc. Any issues not covered by other categories.
Self-harm	The non-suicidal injuring of one's body.
Suicide	Including calls related to sites promoting suicide and explaining ways to commit suicide, and/or suicidal thoughts or behaviour which is the result of online abuse.

Technical settings	Where a caller needs help to alter settings - Filtering & parental controls, Anti-virus, Spam, etc. Including security maintenance (for a device) (e.g. firewall, updates, popups, cookies).
Online violence	
Hate speech	Discrimination or prejudice against others on account of their race, religion, ethnic origin, sexual orientation, disability or gender – this could include racist materials online or racist comments which have been made by a group or individual.
Cyberbullying	Bullying usually involves a child being picked on, ridiculed and intimidated by another child, other children or adults using online technologies. Bullying may involve psychological violence. Cyberbullying can be intentional and unintentional.
e-crime	Chain emails, phishing sites. Identity theft, fraud, data theft, copyright infringement, hacking, piracy, etc. This may include referrals to a hotline.
Radicalisation/terrorism	The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims. This includes grooming for violent extremism.
Online activities/relations	
Excessive use	Calls related to the amount of time spent on media – related to the loss of control over internet or online use as compared to other (offline) activities.

Gaming	For any issues related to gaming content (e.g. pay to win, lootboxes). Please note that addiction should be logged under excessive use.
Love/relationships/sexuality (online)	Questions relating to online love, relationships, dating sites etc. This category includes consensual sexting.
Online reputation	Concerns about damage to reputation online (this may include requests for information on how to protect online reputation).
Pornography	Online content with no artistic value that describes or shows sexual acts or naked people in a way that is intended to be sexually exciting.
Online sexual abuse/violence	
Grooming	Actions deliberately undertaken (sometimes, but not always over a longer period of time) by an adult or stranger with the aim of befriending and establishing an emotional connection with a child, in order to lower the child's inhibitions in preparation for sexual activity with the child.
NCSII	The non-consensual sending or receiving of sexual images and/or texts via mobile and other devices (including appearing in such images) amongst peers. This includes cyberflashing. Consensual sexting should be recorded under the category love/relationships/sexuality (online). .
Online sexual coercion and extortion of children	A means of coercing cybercrime victims to perform sexual favours or to pay a hefty sum in exchange for

(formerly referred to as sextortion)	the non-exposure of their explicit images, videos or conversations.

Annex B: Counselling aids from Nummer gegen Kummer e.V.

The German helpline has produced two guides for their helpline counsellors to use when supporting children and young people who contact them about cyberbullying (or cybermobbing as it is typically called in Germany). Provided here in the national language, the first (***Hintergrundinformationen***) contains background information and the second focuses on counselling (***Beratungshilfe***).

Safer Internet Centres wanting to explore options for translating or adapting these resources should contact Nummer Gegen Kummer in the first instance:

www.nummergegenkummer.de

info@nummergegenkummer.de

NummergegenKummer

Hintergrundinformationen „(Cyber)Mobbing“

(Cyber)Mobbing – Definition und Charakteristika
Welche Hilfe brauchen Betroffene von (Cyber)Mobbing?
Weitere Informationen und interessante Beiträge

(Cyber)Mobbing – Definition und Charakteristika

Mobbing ist die an deutschen Schulen am häufigsten auftretende Gewaltform.
Um zum Ausdruck zu bringen, dass Mobbing in den allermeisten Fällen gleichzeitig auf der analogen und der digitalen Ebene stattfindet – also beispielsweise im Klassenraum und auf WhatsApp – wird in dieser Hintergrundinformation der in der Fachliteratur (vgl. z.B. klicksafe, 2018) gebräuchliche Begriff (Cyber)Mobbing verwendet.

Was ist (Cyber)Mobbing? Wie unterscheidet sich Cyber-Mobbing von traditionellem Mobbing?

Der englische Begriff „to mob“ bedeutet wörtlich übersetzt jemanden fertigmachen, jemanden anpöbeln – sowohl psychisch als auch physisch.

Bereits in den 1980er Jahren begann der schwedische Psychologe Dan Olweus, sich mit dem Phänomen Mobbing und der Gewaltproblematik an Schulen auseinanderzusetzen. Er definiert:
„Ein Schüler/eine Schülerin wird gemobbt, wenn er/sie wiederholt und über eine längere Zeit den negativen Handlungen eines oder mehrerer anderer Schüler/Schülerinnen ausgesetzt ist. Dabei besteht zwischen Tätern und Opfern meist ein Ungleichgewicht der Kräfte“ (Olweus, 1999, Täter-Opfer-Probleme in der Schule: Erkenntnisstand und Interventionsprogramm). Folglich handelt es sich nicht um Mobbing, wenn zwei gleich starke Schüler*innen sich streiten oder wenn ein einmaliger Konflikt kurzzeitig eskaliert.

Cyber-Mobbing hat viele Bezüge zum traditionellen Mobbing, weshalb sich die meisten Definitionen für Cyber-Mobbing vom traditionellen Mobbing ableiten und die Nutzung von Internet und Smartphone hinzufügen: „Cyber-Mobbing [ist] nur eine Unterart von Mobbing, bei der neue Medien genutzt werden, um konventionelles Mobbing fortzuführen“ (Olweus, 2012 in Pieschl/Porsch 2014, Cybermobbing – mehr als Ärgern im Internet).

- **Überschneidungen des traditionellen Mobbings und des Cyber-Mobbings gibt es insbesondere in Bezug auf folgende Aspekte:**
  - *Wer wird Opfer?*
    Opfer von (Cyber)Mobbing kann grundsätzlich jede/jeder werden - Jungen und Mädchen sind gleichermaßen betroffen. Am wahrscheinlichsten wird es die-/derjenige, die/der die auffälligsten Aufhänger (= Merkmale und Verhaltensweisen, die sie/ihn von anderen unterscheiden, z.B. die Körperstatur, Kleidung, Religionszugehörigkeit) präsentiert, sich am ineffektivsten wehrt und keine oder wenig Unterstützung erfährt.

NummergegenKummer

- *Wer wird Täter*in?*
  Jungen werden häufiger zu Tätern als Mädchen.
  Lange Zeit ging man davon aus, (Cyber)Mobbing-Täter*innen mangele es an Selbstwert. Zumeist ist jedoch das Gegenteil der Fall – der/die Täter*in hat ein überhöhtes Bedürfnis nach Geltung und setzt als Strategie zur Befriedigung dieses Bedürfnisses die Erniedrigung anderer ein.
  Dabei bevorzugen die Jungen eher körperliche Gewalt und schlagen, treten oder schubsen beispielsweise ihr Opfer, während Mädchen überwiegend subtilere Formen wählen und ihr Opfer schlecht machen und Gerüchte verbreiten.

- *Strategien der Täter*innen / Verlauf des Konfliktgeschehens*
  Wer (Cyber)Mobbing verstehen möchte, muss über die Beziehung zwischen Täter*innen und Opfern hinausblicken. (Cyber)Mobbing ist ein komplexes, systemisches Konfliktgeschehen in Klassen und Gruppen, zu dessen Entstehung und Aufrechterhaltung viele Akteure beitragen. Außer dem/der Täter*in und dem Opfer lassen sich folgende Rollen differenzieren:
  - *Assistent*innen* unterstützen den/die Täter*in, indem sie z.B. beleidigende Nachrichten weiterleiten.
  - *Claqeure* (= Verstärker) beteiligen sich nicht aktiv am Mobbing, sondern bilden ein interessiertes Publikum, z.B. indem sie mitlachen.
  - *Verteidiger*innen oder potenzielle Verteidiger*innen* haben mitunter ein schlechtes Gewissen, obwohl sie nicht aktiv zum Mobbing beitragen. Manche von ihnen helfen dem Opfer, andere nicht.
  - *Unbeteiligte oder Außenstehende* würden sich der Situation am liebsten entziehen und flüchten sich in die Vorstellung, dass sie das Ganze nichts angeht.

  Wenn nicht eingegriffen wird und je länger die Schikanen dauern, umso mehr gewöhnen sich die Klassen- /Gruppenmitglieder an die Situation und halten die Schikanen für gerechtfertigt, sodass auch Verteidiger*innen und Außenstehende im Verlauf des Konfliktgeschehens zu Claqeuren und evtl. zu Assistent*innen werden können.

- *Häufigkeit*
  Nach der aktuellen PISA-Studie 2017 wird an deutschen Schulen fast jede/r sechste 15-jährige/r Schüler*in regelmäßig Opfer von teils massiver körperlicher oder seelischer Misshandlung durch ihre/seine Mitschüler*innen. Da digitale Medien fest in der Lebenswelt der Heranwachsenden verankert sind, ist davon auszugehen, dass das Mobbing sowohl analog als auch digital stattfindet.
  Bestätigt wird die genannte Zahl von der JIM-Studie 2017, in der jede/r fünfte Jugendliche zwischen 12 und 19 Jahren angibt, dass schon einmal falsche oder beleidigende Inhalte über die eigene Person im Netz bzw. über das Handy verbreitet wurden.

- *Folgen für die Betroffenen*
  Betroffene können sowohl unter körperlichen Beschwerden leiden (z.B. Schlafstörungen, Kopfschmerzen, Appetitlosigkeit) als auch psychische Reaktionen zeigen (z.B. Niedergeschlagenheit, fehlendes Selbstvertrauen, fehlende Lebensfreude, Vertrauensverlust, Minderwertigkeitsgefühle, Angst und Panik, Depression, Suizidgedanken/Suizid). Personen aus dem direkten Umfeld berichten häufig, dass sich Opfer von (Cyber)Mobbing zurückziehen, verschlossener werden und nur noch selten von der Schule erzählen. Zudem fallen bei vielen Betroffenen die schulischen Leistungen ab.

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Die Stärke der körperlichen und seelischen Beschwerden, mit denen Mobbingopfer teilweise noch als Erwachsene zu kämpfen haben, ist von verschiedenen Faktoren abhängig (z.B. Schwere und Art der erlebten Mobbingattacken, eigene Persönlichkeit und seelische Widerstandskraft) und zeigt sich bei jeder/m Betroffenen unterschiedlich. Mobbing in der Schulzeit wirkt sich besonders drastisch auf die Seele der Kinder aus, da Schüler*innen sich in diesem Alter in einer Entwicklungs- und Umbruchphase befinden und besonders psychisch labil und emotional angreifbar sind. Generell lässt sich sagen, dass Mobbing jede/n Betroffene/n, egal ob Kind oder Erwachsenen, komplett aus dem Gleichgewicht bringen kann.

➢ **Bei aller Ähnlichkeit zum traditionellen Mobbing weist Cyber-Mobbing einige Alleinstellungsmerkmale auf, nämlich:**

- Im Internet veröffentlichte Gerüchte, Bilder oder Beschimpfungen verbreiten sich schnell und sind nur schwer kontrollierbar, Cyber-Mobbing kann somit ein *riesiges Publikum* erreichen. Dadurch, dass Beleidigungen und Fotos im Internet über einen langen, nahezu unbegrenzten Zeitraum abrufbar sind und immer wieder an die Öffentlichkeit gelangen können, wird es dem Opfer darüber hinaus erschwert, über die Angriffe hinwegzukommen. Auch eine *andauernde Zuschreibung der Opferrolle* ist in diesem Zusammenhang denkbar (Endlosviktimisierung).
- Cyberbullys (bully = engl. für Tyrann) haben die Möglichkeit, sich hinter einer erfundenen Identität zu verstecken und *anonym* zu agieren. Nicht zu wissen, wer hinter dem Mobbing steckt, kann die Angst des Opfers verstärken.
  Zudem sind die direkten Reaktionen des Opfers auf ein despektierliches Bild etc. für den/die Täter*in online nicht sichtbar und die Betroffenheit des Opfers wird nicht unmittelbar wahrgenommen, was zunehmend die *Empathielosigkeit* fördern kann.
- Cyber-Mobbing endet nicht beim Verlassen des Schulhofs oder an der Haustür, das Opfer ist dem Mobbing vielmehr *24 Stunden am Tag und an jedem Ort* ausgesetzt.

Ist (Cyber)Mobbing strafbar? Welche juristischen Schritte sind angemessen?

Ein eigenes Gesetz gibt es derzeit weder gegen traditionelles Mobbing noch gegen Cyber-Mobbing. Strafrechtlich relevant sind jedoch u.a. folgende Handlungen im Kontext von (Cyber)Mobbing:

Beleidigung (§ 185 des Strafgesetzbuches [StGB])
üble Nachrede (§ 186 StGB) oder Verleumdung (§ 187 StGB)
Nötigung (§ 240 StGB)
Bedrohung (§ 241 StGB)
Erpressung (§ 253 StGB)
Recht am eigenen Bild (§ 22 des Kunsturhebergesetzes [KunstUrhG]).

Eine *Strafanzeige bei der Polizei oder der Staatsanwaltschaft* ist in besonders schlimmen Fällen angeraten, beispielsweise wenn dem Opfer angedroht wird, es werde verprügelt, oder wenn es damit erpresst wird, dass seine Nacktbilder über WhatsApp verbreitet würden, wenn es dem/der Täter*in nicht einen bestimmten Geldbetrag zahlt.

Viele Fälle von (Cyber)Mobbing sind im Vergleich weniger drastisch – hier können die Polizei und die Staatsanwaltschaft (zunächst) außen vor bleiben, wenn es darum geht, den/die Täter*in zu stoppen. Mitunter kann es ausreichen, den/die Täter*in selbst per E-Mail oder im Gespräch aufzufordern, sein/ihr Verhalten zu ändern und weiteres Mobbing zu unterlassen. Scheitert diese *informelle Aufforderung* jedoch oder fühlt sich der/die Betroffene nicht in der Lage, den/die Täter*in selbst zu kontaktieren, kann eine sog. *Abmahnung* als förmliche Variante der informellen Aufforderung der passende

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Weg sein. Im Falle einer solchen Abmahnung macht es Sinn, einen Anwalt einzuschalten, denn zum einen verleiht das der Aufforderung mehr Nachdruck, zum anderen sind insbesondere bei Abmahnungen gegen Minderjährige bestimmte Besonderheiten zu beachten, die juristische Kenntnisse erfordern.
Führt auch die Abmahnung nicht zum Erfolg, kann im Weiteren eine *Unterlassungsklage* beim zuständigen Gericht erhoben werden, die darauf abzielt, den/die Täter*in gerichtlich dazu zu verurteilen, die in der Abmahnung aufgestellten Forderungen zu erfüllen.

Welche Hilfe brauchen Betroffene von (Cyber)Mobbing?

Ratsuchende wenden sich in den allermeisten Fällen als Betroffene an die Beratungsangebote der „Nummer gegen Kummer", „wenn es passiert ist", sie also beispielsweise zum wiederholten Mal in der WhatsApp-Gruppe der Klasse beleidigt oder persönliche Fotos von ihnen manipuliert und ins Netz gestellt wurden. Sie fühlen sich oft verzweifelt und mit ihrem Problem alleingelassen. Aus Angst, jemand aus dem persönlichen Umfeld könnte ohne Absprache etwas gegen das Mobbing unternehmen, wodurch sich das Mobbing noch verschlimmern könnte, aber auch aus Scham, Opfer geworden zu sein, möchten sie mit jemandem sprechen, der ihnen unvoreingenommen in einem anonymen und geschützten Rahmen zuhört, Verständnis für ihre Situation hat und gemeinsam mit ihnen über Lösungsmöglichkeiten nachdenkt.
Dabei ist den Betroffenen auch wichtig, neben Unterstützungsmöglichkeiten über rechtliche Fragen und konkrete (technische) Handlungsoptionen zu sprechen:

- **Informationen zu Unterstützungsmöglichkeiten**
  Niemand hat Schuld, ein Opfer von (Cyber)Mobbing geworden zu sein, und niemand muss versuchen, alleine mit der Mobbing-Situation klarzukommen.
  Als Unterstützer kommen möglicherweise erwachsene Vertrauenspersonen aus dem privaten und/oder schulischen Umfeld wie Eltern, Lehrer*innen, Schulsozialarbeiter*innen oder Schulpsycholog*innen infrage, denen sich die Betroffenen anvertrauen und mit denen sie über ihre Situation sprechen und das weitere Vorgehen abstimmen können.
  Betroffene, denen es wichtig ist, nicht mit einer Bezugsperson aus ihrem direkten Umfeld zu sprechen, können sich auch an Hilfsangebote vor Ort (z.B. Beratungsstellen) wenden. Darüber hinaus gibt es in vielen Polizeipräsidien mittlerweile eine eigene Abteilung zur Online-Kriminalität, deren Beamte auch zum Thema „Cyber-Mobbing" (Prävention/ Opferschutz) besonders geschult sind.

- **Hilfe bei rechtlichen Fragen**
  Viele Ratsuchende sind sich unsicher, ob sie einen Anwalt/eine Anwältin und/oder die Polizei einschalten sollen. Mit ihnen gilt es gemeinsam zu überlegen, ob und ggf. welche der oben genannten juristischen Schritte in ihrer konkreten Situation angemessen und welche Beweise (Screenshots, Chatprotokolle etc.) erforderlich sind.
  Möglicherweise kommt für die/den Ratsuchende/n auch eine anonyme und kostenlose Jugendrechtsberatung in Frage, die in einigen, zumeist größeren Städten von ehrenamtlich für einen sozialen Träger (häufig der deutsche Kinderschutzbund) tätige Rechtsreferendar*innen und Rechtsanwält*innen angeboten wird.

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- **Technische Handlungsoptionen**
  „Ich möchte, dass das endlich aufhört" ist für die Betroffenen zunächst am allerwichtigsten. Sie suchen Hilfe bei Fragstellungen wie: „Wie kann ich verhindern, dass ich ständig neue Nachrichten/Fotos per WhatsApp/Facebook etc. erhalte?", „An wen kann ich mich wenden, um die gemeinen Nachrichten/Fotos zu melden und löschen zu lassen?"
  „BLOCKIEREN, MELDEN, LÖSCHEN" ist im Kontext des Cyber-Mobbings eine hilfreiche Strategie, um die Angriffe des Bullys ins Leere laufen zu lassen und er/sie bestenfalls das Mobbing unterlässt.
  In den meisten Sozialen Netzwerken ist es möglich, einzelne Nutzer*innen zu blockieren, um von der unerwünschten Person keine Nachrichten mehr zu erhalten.
  Die Personen, die einen ständig terrorisieren, aber auch peinliche Fotos oder Videos, die ohne Zustimmung veröffentlicht wurden sowie beleidigende Nachrichten können darüber hinaus auch direkt beim Anbieter der Seite (z.B. Facebook) gemeldet werden. Nicht regelkonforme Inhalte oder ggf. auch das gesamte Profil des Bullys werden dann gelöscht.
  An die Meldestellen (Internet-Beschwerdestelle, jugendschutz.net) kann man sich wenden, wenn die Meldungen von Cyber-Mobbing bei dem Anbieter der Plattform keinen Erfolg haben und/oder keine Meldefunktionen zur Verfügung stehen.

Weitere Informationen und interessante Beiträge

- Sachinformationen und Handlungsstrategien zum Thema „Cyber-Mobbing" finden sich im entsprechenden Themenbereich bei klicksafe.
  - http://www.klicksafe.de/themen/kommunizieren/cyber-mobbing/

- In einem Video der klicksafe-Videoreihe „Truth be told" berichtet eine Betroffene von ihren Erfahrungen mit Cyber-Mobbing.
  - https://www.youtube.com/watch?v=8_gl0wiiYd4

- „Let's fight it together" ist ein preisgekrönter Film, der von Childnet, dem Kinder- und Jugendtelefon in Großbritannien, produziert wurde. Er soll helfen, Jugendliche für die Kränkungen und den Schaden zu sensibilisieren, die durch (Cyber)Mobbing verursacht werden können. Besonders deutlich wird im Film u.a. auch, dass Cyber-Mobbing nicht an der Haustür endet – der Betroffene ist quasi immer und überall den Beleidigungen und Bloßstellungen der Bullys ausgesetzt.
  - http://www.klicksafe.de/spots/weitere-spots/uk-childnet-lets-fight-it-together-deutsch/

- iRights ist eine Informationsplattform, auf der für juristische Laien aktuelle medienbezogene Themen aus rechtlicher Sicht beleuchtet werden. Unser Kooperationspartner klicksafe bietet zusammen mit iRights eine Themenreihe zu verschiedenen Rechtsfragen im Netz an. Ein Schwerpunkt der Themenreihe ist Cyber-Mobbing.
  - http://www.klicksafe.de/themen/rechtsfragen-im-netz/irights/

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Beratungshilfe „(Cyber)Mobbing“

- **themenrelevante Beratungshinweise**
- **hilfreiche Formulierungen für die Beratung**
- **weiterführende Hilfen und Handlungsmöglichkeiten für Ratsuchende**

themenrelevante Beratungshinweise

Mobbing an sich ist kein neues Phänomen, wenngleich der Begriff selbst es vermuten lässt. Mobbing kommt vom englischen Wort „to mob“, was soviel bedeutet wie jemanden schikanieren oder anpöbeln. Ziel des Mobbings ist es, eine Person sozial auszugrenzen.

Es lassen sich verschiedene Arten von Mobbing differenzieren – das sind im Einzelnen:

Physisches Mobbing	Das Opfer wird z.B. verprügelt oder seine Sachen werden beschädigt bzw. gestohlen.
Verbales Mobbing	Das Opfer wird z.B. wegen seines Aussehens oder seines Verhaltens mit Worten beleidigt. Dies kann direkt geschehen („Du Streber!“), manchmal wird aber auch hinter dem Rücken des Betroffenen gelästert („Habt Ihr schon gehört – der Max ist schwul!“).
Stummes Mobbing	Durch stillschweigendes Verachten oder Links-Liegenlassen wird das Opfer aus der Gruppe ausgeschlossen.

Wenn Kinder und Jugendliche heutzutage von Mobbing betroffen sind, findet das Mobbing in den allermeisten Fällen gleichzeitig auf der analogen und der digitalen Ebene statt - ein/e Jugendliche/r wird beispielsweise in der Schule von den Mitschüler*innen demonstrativ ignoriert, und in der WhatsApp-Gruppe der Klasse machen sich alle über sie/ihn lustig.

Wer sind die Ratsuchenden und was bewegt sie?
Zumeist sind es Opfer von (Cyber)Mobbing, die sich an die Beratungsangebote der „Nummer gegen Kummer“ wenden, nur ganz selten Täter*innen/Bullies. Um sich zu rächen, können auch Betroffene zu Täter*innen werden.

Wer wird Opfer von (Cyber)Mobbing?
- grundsätzlich kann es jeden treffen
- am wahrscheinlichsten wird es:
  - die/der mit dem auffälligsten Aufhänger (z.B. ethnische Zugehörigkeit, Kleidung, Körperstatur)
  - wer sich am ineffektivsten wehrt
  - wer die geringste Unterstützung erhält

Was bewegt die Ratsuchenden?
- Alle sind gegen mich, das ist doch total gemein!
- Ich möchte, dass das Mobbing aufhört – was kann ich tun?
- Habe ich Schuld, dass ich so fertiggemacht werde?

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Beratungsgrundsätze zum Thema

Sie müssen kein Experte für (Cyber)Mobbing sein und sich auch nicht bestens mit Sozialen Netzwerken auskennen, um zu diesem Thema zu beraten. Vertrauen Sie Ihren Beratungskompetenzen und geben Sie der/dem Ratsuchenden Raum, um über ihre/seine Situation zu sprechen, hören Sie ihr/ihm zu und versuchen Sie, gemeinsam eine Lösung zu finden.

Stellen Sie heraus, dass (Cyber)Mobbing auf keinen Fall zu tolerieren ist. Wichtig ist in diesem Zusammenhang auch, der/dem Betroffenen das Signal zu geben, nicht selbst für das (Cyber)Mobbing verantwortlich zu sein. Loben Sie den Mut der/des Ratsuchenden, sich mitzuteilen und nicht zu versuchen, alleine mit dem Problem klarzukommen.

hilfreiche Formulierungen für die Beratung

Die folgenden exemplarischen Formulierungen sind Anregungen, um im individuellen Beratungsprozess Hilfestellung zu geben.

KJT und eB

Aufgreifen des Themas

- *Was passiert genau? Wie lange geht das schon so? Wann hat es angefangen? Wie hat es sich entwickelt? Wo wirst Du beleidigt/bloßgestellt – in der Schule, in der Nachbarschaft, im (Sport)Verein und/oder im Internet?*

Vertiefung des Themas

- *Kennst Du jemanden, der/dem das Gleiche passiert ist? Wie hat sie/er reagiert?*
- *Was hast Du schon ausprobiert, damit das (Cyber)Mobbing aufhört? Kennst Du die technischen Möglichkeiten, die Du hast, um das (Cyber)Mobbing zu stoppen?*
  (Auch wenn es Dir vielleicht schwerfällt, solltest Du nicht auf verletzende Nachrichten im Netz antworten, weil sich der Bully dadurch ggf. aufgefordert fühlt, Dich weiter zu beschimpfen. Du selbst kannst den Bully direkt auf der Plattform blockieren. Beleidigende Nachrichten und Personen im Kontext von (Cyber)Mobbing können zudem sowohl beim Betreiber der jeweiligen Plattform als auch bei unseren Verbundpartnern jugendschutz.net und internet-beschwerdestelle gemeldet werden).
- *Hast Du die Angriffe dokumentiert und Screenshots der beleidigenden Nachrichten gemacht?*
  (Diese Beweise brauchst Du, wenn Du anderen zeigen möchtest, was passiert ist).
- *Es ist schwer, sich alleine zu wehren, und Du musst es auch nicht alleine schaffen - wer könnte Dich unterstützen? Wer kennt dein Problem, wer kriegt es mit? Gibt es Freund*innen? Sind das Helfer*innen und Unterstützer*innen? Bei wem fühlst Du dich sicher?*
- *Mit welchem Erwachsenen (z.B. Eltern, Schulsozialarbeiter*innen, Schulpsycholog*innen, Lehrer*innen) könntest Du über Deine Gefühle und das, was in der Schule, in der Nachbarschaft, im (Sport)Verein und/oder im Internet passiert, sprechen?*
- *Könntest Du Dir vorstellen, Dich an ein Hilfsangebot vor Ort zu wenden ?*
  (z.B. Der Weiße Ring → Opferschutz; Polizeidienststelle → Opferschutz; Rechtsberatung)
- *Was kannst du tun, um dich abzulenken und wieder einen klaren Gedanken zu fassen?*

Gesprächsabschluss

- *Was machst Du, wenn wir das Gespräch gleich beendet haben?*
- *Welche Idee möchtest Du nach unserem Gespräch umsetzen?*

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Aufgreifen des Themas

- *Was lässt Sie vermuten, dass Ihr Kind von (Cyber)Mobbing betroffen ist?*
- *Haben Sie schon versucht, mit Ihrem Kind über das (Cyber)Mobbing zu sprechen?*

Vertiefung des Themas

- *Wie erleben Sie Ihr Kind? Was beobachten Sie - Angst, Wut, Trauer, Verzweiflung?*
- *Was hat Ihr Kind Ihnen schon erzählt? Was wissen Sie bereits?*
- *Hat Ihnen Ihr Kind erzählt, wie es auf die Attacken und/oder verletzenden Nachrichten im Netz reagiert?*
  (Auch wenn es schwerfällt, ist es besser, dem Bully nicht zu antworten, weil dieser sich dadurch oft aufgefordert fühlt, mit den Beschimpfungen und Beleidigungen weiterzumachen. Um keine unerwünschten Nachrichten mehr zu erhalten, kann man den Bully auch direkt auf der Plattform blockieren).
- *Wie können Sie ihr Kind in die nächsten Schritte einbeziehen?*
  Wen möchten Sie noch mit in die nächsten Schritte einbeziehen?
- *Ist es für Sie und Ihr Kind eine Möglichkeit, den/die Täter*in direkt aufzufordern, mit dem (Cyber)Mobbing aufzuhören und die Inhalte zu löschen?*
  (Wenn nicht, können Sie sich an den Betreiber der jeweiligen Plattform wenden, um die Inhalte löschen und den Bully sperren zu lassen. Auch bei unseren Verbundpartnern jugendschutz.net und internet-beschwerdestelle können Inhalte und Personen im Kontext von (Cyber)Mobbing gemeldet werden).
- *Wo oder bei wem fühlt sich das Kind/der Jugendliche sicher und aufgehoben?*
- *Gibt es neutrale Fachkräfte, die bei einem Gruppengespräch zur Konfliktlösung dabei sein könnten?*
- *Haben Sie schon darüber nachgedacht, sich an einen Anwalt bzw. die Polizei zu wenden? (Manchmal führt kein Weg daran vorbei, rechtliche Schritte einzuleiten).*
- *Haben Sie mit Ihrem Kind darüber gesprochen, die Angriffe zu dokumentieren und Screenshots der beleidigenden Nachrichten zu machen?*
  (Diese Beweise sind wichtig, wenn Sie mit dem Kind vereinbaren, einen Anwalt oder die Polizei einzuschalten).
- *Wie können Sie ihr Kind momentan entlasten? Fallen Ihnen gemeinsame Aktivitäten ein?*

Gesprächsabschluss

- *Was könnte ein erster Schritt zur Entlastung Ihres Kindes sein?*
- *Was machen Sie, wenn wir das Gespräch gleich beendet haben?*
- *Welche Idee möchten Sie nach unserem Gespräch umsetzen?*

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weiterführende Hilfen und Handlungsmöglichkeiten für Ratsuchende

MELDEN:

www.jugendschutz.net und www.internet-beschwerdestelle.de
Nicht nur beim Betreiber der jeweiligen Plattform, sondern auch bei unseren Verbundpartnern, den Meldestellen jugendschutz.net und Internet-Beschwerdestelle, können beleidigende Nachrichten/Fotos oder auch die Person(en), die einen ständig terrorisieren, gemeldet werden.

RECHTSBERATUNG:

www.jugendrechtsberatung.de
Die Jugendrechtsberatung Frankfurt ist ein kostenfreies Angebot, an das sich Kinder und Jugendliche bis 20 Jahre telefonisch oder per Mail wenden können. Das Team dort besteht aus ehrenamtlich tätigen Jurastudent*innen, Rechtsreferendar*innen und Jurist*innen.

INFORMATION:

http://www.klicksafe.de/themen/kommunizieren/cyber-mobbing/
Hier finden sich Sachinformationen und Handlungsstrategien zum Thema „Cyber-Mobbing", die entsprechend der Zielgruppe (Eltern, Pädagogen, Jugendliche) unterschiedlich aufbereitet sind.

www.polizeifürdich.de
Jugendorientierte Informationsseite der Polizei, auf der zum Thema Cyber-Mobbing sowohl Fakten als auch konkrete Tipps für Opfer – auch beim Erstatten einer Strafanzeige – zusammengestellt sind.

https://irights.info und http://www.klicksafe.de/themen/rechtsfragen-im-netz/irights/
iRights ist eine Informationsplattform, auf der für juristische Laien aktuelle medienbezogene Themen aus rechtlicher Sicht beleuchtet werden. Unser Kooperationspartner klicksafe bietet zusammen mit iRights eine Themenreihe zu verschiedenen Rechtsfragen im Netz an. Ein Schwerpunkt der Themenreihe ist Cyber-Mobbing.

www.buendnis-gegen-cybermobbing.de
Ratgeber für Schüler und Eltern sowie Lehrer mit dem Fokus auf Aufklärung und Prävention im Kontext von Cyber-Mobbing.

www.betterinternetforkids.eu

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