Understanding, preventing and responding to online bullying

https://bit.ly/3KcXt22
By the end of this session you will...

- Understand the forms that online bullying can take.
- Consider ways that we can all positively respond to unacceptable online behaviour.
- Know where to get further information, advice and help.
What is online bullying?
What does bullying/hateful behaviour look like online?
How could someone bully another person or people online?

82 responses
What does bullying/hateful behaviour look like online?
Online bullying can take many forms...

**Figure 1:** List of cyberbullying behaviours as presented by Pozza et al. (2016: 165-166), part I.

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusion</td>
<td>the rejection of a person from an online group provoking his/her social marginalization and exclusion¹¹⁹,¹²⁰</td>
</tr>
<tr>
<td>Online harassment</td>
<td>the repetition of harassment behaviours on the net, including insults, mocking, slander, menacing chain messages, denigration, name calling, gossiping, abusive or hate-related behaviours. Harassment differs from nuisance in light of its frequency. It can also be featured as sexual harassment if it includes the spreading of sexual rumours, or the commenting of the body, appearance, sex, gender of an individual¹¹⁷,¹¹³</td>
</tr>
<tr>
<td>Grieving</td>
<td>the harassment of someone in a cyber-game or virtual world (e.g. Chatroulette, Formspring, etc.)¹³⁴,¹³⁵</td>
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<tr>
<td>Flaming</td>
<td>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 (e.g. use of capital letter or images to make their point)¹³⁷,¹³³</td>
</tr>
<tr>
<td>Trolling</td>
<td>the persistent abusive comments on a website¹³⁸,¹³⁹</td>
</tr>
<tr>
<td>Cyberstalking</td>
<td>includes continual threatening and sending of rude messages¹⁴⁰,¹³⁹</td>
</tr>
<tr>
<td>Cyber-persecution</td>
<td>continuous and repetitive harassment, denigration, insulting, and threats.</td>
</tr>
<tr>
<td>Masquerade</td>
<td>a situation where a bully creates a fake identity to harass someone else¹³⁶</td>
</tr>
<tr>
<td>Impersonation</td>
<td>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 life¹³⁷,¹³⁸</td>
</tr>
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**Figure 2:** List of cyberbullying behaviours presented by Pozza et al. (2016: 165-166), part II.

- Fraping
- Catfishing
- Outing
- Dissing
- Tricking
- Grooming
- Sexting
- Sexcasting
- Happy slapping
- Threats

https://www.kidactions.eu/
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*Figure 1: List of cyberbullying behaviours as presented by Pozza et al. (2016: 165-166), part I.*
<table>
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<th>Fraping</th>
<th>the changing of details on someone’s Facebook page when they leave it open (e.g. changing his political views into Nazi supporter)(^{1178}).</th>
</tr>
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<td>Catfishing</td>
<td>occurs when someone steals you’re the child’s online identity to recreate social networking profiles for deceptive purposes(^{1179}).</td>
</tr>
<tr>
<td>Outing</td>
<td>occurs when personal and private information, pictures, or videos about someone are shared publicly without permission(^{1180}).</td>
</tr>
<tr>
<td>Dissing</td>
<td>occurs when someone uploads cruel information, photos or videos of children online(^{1181}).</td>
</tr>
<tr>
<td>Tricking</td>
<td>occurs when someone tricks someone else into revealing secrets or embarrassing information, which is then shared online(^{1182}).</td>
</tr>
<tr>
<td>Grooming</td>
<td>befriending and establishing an emotional connection with a child, and sometimes the family, to lower the child’s inhibitions for child sexual abuse.</td>
</tr>
<tr>
<td>Sexting</td>
<td>the circulation of sexualized images via mobile phones or the internet without a person’s consent(^{1183}).</td>
</tr>
<tr>
<td>Sexcasting</td>
<td>is similar to sexting but it involves high definition videos of sexually explicit content(^{1184}).</td>
</tr>
<tr>
<td>Happy slapping</td>
<td>aggressive or degrading behaviour conducted and recorded by a bystander and the video is then forwarded to other people’s phones or posted on a website(^{1185}).</td>
</tr>
<tr>
<td>Threats</td>
<td>to damage existing relationships, threats to family, threats to home environment, threat of physical violence; death threats(^{1186}).</td>
</tr>
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*Figure 2: List of cyberbullying behaviours presented by Pozza et al. (2016: 165-166), part II.*
Who does it affect and what's the impact?
Figure 13. Enduring Digital Threats: Two-thirds of children have experienced harm online

Experiences of harmful online content or interactions (% experienced, child data)

- Seen things you think aren't true: 44% (2022), 43% (2023)
- Someone you don’t know has tried to contact you / sent you messages: 26% (2022), 31% (2023)
- Seen violent content: 24% (2022), 22% (2023)
- Bullying, abusive or upsetting messages / comments online from people don’t know: 17% (2022), 19% (2023)
- Seen racist, homophobic or sexist content: 15% (2022), 15% (2023)
- Seen content that promotes unrealistic body types: 12% (2022), 15% (2023)
- Someone has requested personal or sensitive information from you: 15% (2022), 15% (2023) *Asked in 2023 only*
- Seen sexual content: 11% (2022), 14% (2023)
- Receive abusive or upsetting messages from people you know in real life: 15% (2022), 15% (2023)
- Seen content about self-harm: 9% (2022), 14% (2023)
- Done something dangerous because of something seen online (e.g. challenge or dare): 5% (2022), 5% (2023)
- Spent large sums of money in apps or games: 4% (2022), 6% (2023)
- Send or receive nude or nearly nude images of people you know: 3% (2022), 3% (2023)
Reasons for contacting helplines Jan-Mar 2023

- Cyberbullying
- Cyberrelationships/sexuality (online)
- Potentially harmful content
- Media literacy/education
- e-Crime
- Online reputation
- Sexting
- Data privacy
- Technical settings
- Excessive use
- Grooming
- Sexual harassment
- Hate speech
- Advertising/commercials

A graph to show the reasons for contacting helplines April-June 2023

- Cyberbullying
- Media literacy/education
- Love/relationships/sexuality (online)
- e-Crime
- Online reputation
- Sexting
- Data privacy
- Technical settings
- Excessive use
- Grooming
- Self-harm
- Advertising/commercials
- Hate speech
- Data privacy
- Media literacy/education

A graph to show the reasons for contacting helplines July-September 2023

- Cyberbullying
- Media literacy/education
- Technical settings
- Sexting
- Data privacy
- Excessive use
- Self-harm
- Advertising/commercials
- Hate speech
- Excessive use
- Data privacy

A graph to show the reasons for contacting helplines October-December 2023

- Cyberbullying
- Media literacy/education
- Sexting
- Data privacy
- Technical settings
- Self-harm
- Advertising/commercials
- Hate speech
- Data privacy

https://www.betterinternetforkids.eu/practice/helplines/article?id=7218998
Cybervictimization
2.8-31.5%

Cyberperpetration
3.0-30.6%

Cyberbystanding
13.0-53.1%

Cyberbullying and Associated Factors in Member Countries of the European Union: A Systematic Review and Meta-Analysis of Studies with Representative Population Samples (2022)

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9223899/
Health Behaviour in School-aged Children (HBSC) study - 2022 data

44 countries

<table>
<thead>
<tr>
<th></th>
<th>Bullying</th>
<th>Bullied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Female</td>
<td>9%</td>
<td>16%</td>
</tr>
</tbody>
</table>

The Annual Bullying Survey 2020

What kind of bullying did you experience?

- Social exclusion: 89%
- Verbal bullying: 86%
- Rumours: 54%
- Intimidation: 35%
- Cyber bullying: 27%
- Threatened: 24%
- Physical assault: 24%
- Manipulation: 19%
- In online games: 11%
From those who have been bullied within the past 12-months:

<table>
<thead>
<tr>
<th>Who bullied you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2019)</td>
</tr>
</tbody>
</table>

- 62% a classmate
- 37% somebody at school I don't know
- 34% an ex friend
- 30% an enemy
- 30% a close friend
- 10% I don't know who they are
- 10% someone I know only online
- 10% an ex romantic partner
- 9% my brother/sister
- 7% a teacher
- 6% a family member
- 4% a current romantic partner
From those who have been bullied within the past 12-months:

**How did it impact you?**

- 44% Felt anxious
- 36% Felt depressed
- 33% Had suicidal thoughts
- 27% Self-harmed
- 18% Truanted from school/college
- 12% Developed anti-social behaviour
- 12% Developed an eating disorder
- 11% Attempted suicide
- 9% Ran away from home
- 8% Abused drugs and/or alcohol
- 3% Engaged in risky sexual behaviour
What impact did being bullied have on your mental health?

<table>
<thead>
<tr>
<th>Impact Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extreme impact</td>
<td>23%</td>
</tr>
<tr>
<td>Significant impact</td>
<td>16%</td>
</tr>
<tr>
<td>Moderate impact</td>
<td>24%</td>
</tr>
<tr>
<td>Marginal impact</td>
<td>14%</td>
</tr>
<tr>
<td>No impact</td>
<td>23%</td>
</tr>
</tbody>
</table>

Jarah Kavanagh, Ditch the Labels, Peer and Psychotherapeutic Counsellor & Coach

Throughout my professional career, I’ve worked with a diverse range of young people, and the challenge can be managing their identity in a daily environment they do not feel welcomed in. The vital research that Ditch the Labels carries out looks to understand and inform the support and education programmes to enable young people to tackle these issues.

Young people’s increased discomfort in social settings is sadly resulting in increased social anxiety which leads them to avoid social situations, further isolating them and keeping them out of the social loop. These issues are amplified as many young people do not know how to support their friends with the impact of bullying, leaving them feeling helpless and unsure of how to make a real difference in helping their friends feel better and more forward.
“I have had people doing it to me for no reasons. They have made WhatsApp groups about me. Purposely excluded me from all my friendship groups, spread rumours about me. Made me lose my friends.”

FEMALE, 12, LONDON

“Past bullying affected my mental health and I was diagnosed with anxiety and suffered from depression.”

NON-BINARY, 15, SOUTH WEST

“For three years I was targeted by an individual and it didn’t stop after I reported it. It affected my mental state and I eventually broke down. I was also bullied by people at football training who spread rumours about me and mocked me behind my back.”

MALE, 12, SOUTH WEST

“Throughout primary and secondary school I was bullied. Things like my height, the way I styled my hair, my sexuality, my Aspergers, getting high grades, meant that I was targeted. At only 12 years old I remember a boy telling me “you’re so ugly, but if you just grew your hair out long and wore makeup then you’d be alright looking”. And for a long time that impacted my mental health. I had short shaved hair at the time, and loved it, but I was so insecure and grew it out.”

FEMALE, 16, EAST MIDLANDS

“I would be constantly bullied because I enjoy my dancing, such as people assuming I’m gay because I like it.”

MALE, 14, SOUTH EAST
How can we tackle this behaviour?
Online bullying

Advice for parents/carers:

- Don't deny tech access
- Discuss online bullying
- Use online tools to report
- Know where to get help
For everyone:

- Respect and civility
- Passwords and privacy
- Don't retaliate
- Save the evidence
- Block and mute
- Always tell someone!
What else can help?
Cyberbullying Prevention: Which Design Features Foster the Effectiveness of School-Based Programs? : A Meta-Analytic Approach

https://base.core-evidence.eu/publications/1269

Keywords
- cyberbullying prevention
- meta-analysis
- social-emotional learning
- mentoring
- education on e-safety and cyberbullying

Publication details
- Year: 2021
- DOI: 10.17356/jeeisp.y7jl.648
- Issued: 2021
- Language: English
- Volume: 7
- Issue: 1
- Start Page: 40
- End Page: 58
- Editors:
- Authors: Hajnal Á.
- Type: Journal article
- Journal: Intersections
- Publisher: Intersections
- Topics: Risks and harms; Online safety and policy regulation
- Sample: The article discusses a meta analysis of 23 impact evaluation articles that examined 15 school-based cyberbullying prevention programs or program variants.
- Implications For Educators About: School innovation
- Implications For Policy Makers About: Stepping up awareness and empowerment
SELMA
HACKING HATE
https://hackinghate.eu
(2019)

KidActions
https://www.kidactions.eu/
(2022)
Consider how we feel and respond
<table>
<thead>
<tr>
<th>ENRAGED</th>
<th>PANICKED</th>
<th>STRESSED</th>
<th>JITTERY</th>
<th>SHOCKED</th>
<th>SURPRISED</th>
<th>UPBEAT</th>
<th>FESTIVE</th>
<th>EXHILARATED</th>
<th>ECSTATIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIVID</td>
<td>FURIOUS</td>
<td>FRUSTRATED</td>
<td>TENSE</td>
<td>STUNNED</td>
<td>HYPER</td>
<td>CHEERFUL</td>
<td>MOTIVATED</td>
<td>INSPIRED</td>
<td>ELATED</td>
</tr>
<tr>
<td>FUMING</td>
<td>FRIGHTENED</td>
<td>ANGRY</td>
<td>NERVOUS</td>
<td>RESTLESS</td>
<td>ENERGISED</td>
<td>LIVELY</td>
<td>ENTHUSIASTIC</td>
<td>OPTIMISTIC</td>
<td>EXCITED</td>
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<tr>
<td>ANXIOUS</td>
<td>APPREHENSIVE</td>
<td>WORRIED</td>
<td>IRRITATED</td>
<td>ANNOYED</td>
<td>PLEASED</td>
<td>HAPPY</td>
<td>FOCUSED</td>
<td>PROUD</td>
<td>THRILLED</td>
</tr>
<tr>
<td>REPULSED</td>
<td>TROUBLED</td>
<td>CONCERNED</td>
<td>UNEASY</td>
<td>PEEVED</td>
<td>PLEASANT</td>
<td>JOYFUL</td>
<td>HOPEFUL</td>
<td>PLAYFUL</td>
<td>BLISSFUL</td>
</tr>
<tr>
<td>DISGUSTED</td>
<td>GLUM</td>
<td>DISAPPOINTED</td>
<td>DOWN</td>
<td>APATHETIC</td>
<td>AT EASE</td>
<td>EASYGOING</td>
<td>CONTENT</td>
<td>LOVING</td>
<td>FULFILLED</td>
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<td>PESSIMISTIC</td>
<td>MOROSE</td>
<td>DISCOURAGED</td>
<td>SAD</td>
<td>BORED</td>
<td>CALM</td>
<td>SECURE</td>
<td>SATISFIED</td>
<td>GRATEFUL</td>
<td>TOUCHED</td>
</tr>
<tr>
<td>ALIENATED</td>
<td>Miserable</td>
<td>LONELY</td>
<td>DISHEARTENED</td>
<td>TIRED</td>
<td>RELAXED</td>
<td>CHILL</td>
<td>RESTFUL</td>
<td>BLESSED</td>
<td>BALANCED</td>
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<td>DESPONDENT</td>
<td>DEPRESSED</td>
<td>SULLEN</td>
<td>EXHAUSTED</td>
<td>FATIGUED</td>
<td>MELLOW</td>
<td>THOUGHTFUL</td>
<td>PEACEFUL</td>
<td>COMFY</td>
<td>CAREFREE</td>
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<td>COMPLACENT</td>
<td>TRANQUIL</td>
<td>COSY</td>
<td>SERENE</td>
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Take a meta-moment

https://youtu.be/RfX1NefGeRQ
My best self

https://padlet.com/garethc/mybestselfonline
Be an upstander
1. **Show up**
   Don't assume they know you're there for them or that someone else will be.

2. **Ask and listen**
   Don't assume what they want to happen. Don't blame them or suggest ignoring it.

3. **Get help from others**
   Don't assume others aren't interested.

4. **Tackle the tech**
   Don't assume they know how to protect themselves online.
Know how to report
Where is the content posted?

Before you submit a report to us, it is **essential** that you have reported the material to the social media service directly using their online tools, at least 48 hours ago. You can find information on how to do this by clicking on the tabs below.

It is also important to remember that we can only submit reports on specific platforms, about the following 8 harms:

- Threats
- Impersonation
- Bullying & Harassment
- Self-harm or Suicide
- Online Abuse
- Violent Content
- Unwanted Sexual Advances
- Pornographic Content

https://reportharmfulcontent.com/report/
Build allies and reputation
Where to get help
Insafe and INHOPE work together through a network of Safer Internet Centres (SICs) across Europe – typically comprising an awareness centre, helpline, hotline and youth panel.

National awareness centres focus on raising awareness and understanding of safer internet issues and emerging trends. They run campaigns to empower children, young people, parents, carers and teachers with the skills, knowledge and strategies to stay safe online and take advantage of the opportunities that internet and mobile technology provides.

Read the latest news on awareness raising here.

Helplines provide information, advice and assistance to children, youth and parents on how to deal with harmful content, harmful contact (such as grooming) and harmful conduct such as (cyber)bullying or sexting. Helplines can increasingly be accessed via a variety of means - telephone, email, web forms, Skype, and online chat services.

Read the latest news on helplines here.

Hotlines exist to allow members of the public to report illegal content anonymously. Reports are then passed on to the appropriate body for action (internet service provider, Law Enforcement Agency in the country or corresponding INHOPE Association Hotline).

Read the latest news on hotlines here.

Youth panels allow young people to express their views and exchange knowledge and experiences concerning their use of online technologies, as well as tips on how to stay safe. They also advise on internet safety and empowerment strategy, help create innovative resources and disseminate safety messages to their peers.

Read the latest news on youth participation here.

Find out more about the work of the two networks, read the Better Internet for Kids: Review of the year 2022.

https://www.betterinternetforkids.eu/policy/insafe-inhope
Children’s rights in a digital world

Key online safety risks

Teaching online safety, media literacy and digital citizenship

Towards a whole-school approach

https://www.betterinternetforkids.eu/teacher-corner

Cyber-bullying

Sexting

Cybersecurity and cybercrime
Thank you!

Any questions?

gareth.cort@eun.org