



EUROPÄISCHE SCHULE FRANKFURT AM MAIN • Praunheimer Weg 126 • D-60439 Frankfurt



Anti-Bullying Policy

July 2021

**"Everyone has the right to be respected
and the responsibility to respect others"**

Table of Contents

1	Introduction.....	4
1.1	Statement of Intent.....	4
1.2	Objectives of this Policy	4
1.3	What is Bullying?.....	4
1.4	Why is it important to respond to bullying?.....	5
1.5	Signs, Symptoms and Typical Bullying Issues	5
2	Anti-Bullying Team.....	7
3	Approach	7
3.1	Approach in S1-S2 (KiVa-Program)	7
3.1.1	Introduction and Definition of Bullying.....	7
3.1.2	Method.....	7
3.1.3	Screening	7
3.1.4	Discussion with the Bullied Student.....	8
3.1.5	Discussion with the Bully/Bullies.....	8
3.1.6	Parental Involvement	8
3.1.7	Follow-Up	8
3.1.8	Student Surveys	8
3.1.9	KiVa Lessons.....	9
3.1.10	KiVa Events.....	9
3.1.11	KiVa Training, Resources and Materials	9
3.2	Approach in S3-S7	9
3.2.1	Advice and Procedures for Parties Involved	9
3.2.2	Strategies for Teachers	10
3.2.3	Strategies for the Anti-Bullying Team (Class Teacher, Educational Adviser, Management).....	11
4	Prevention	12
5	Annexes.....	14
5.1	Report Forms	14
5.2	Other Mediation Approaches and Techniques	17
5.3	Ways of Bullying.....	19
	Physical	19
	Verbal	20
	Relational.....	20
	Intimidation	20
	Cyber Bullying.....	20
6	More Information	21

7 Sources for the Document21

1 Introduction

1.1 Statement of Intent

The European School of Frankfurt is committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school and will not be tolerated.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a “*TELLING*” school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

1.2 Objectives of this Policy

- Teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- Teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

1.3 What is Bullying?

Bullying is the use of aggression (both physical and psychological) with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional: Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Non-verbal: Looks, gestures, facial expressions, body language that seek to hurt or exclude
- Physical: Pushing, kicking, hitting, punching or any use of violence
- Racist: Racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments
- Homophobic: Because of, or focusing on the issue of sexual identity, name-calling, sarcasm, spreading rumours, teasing

- Cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities.

Boys and girls bully in different ways, but both can be skilled manipulators, often lying their way out of situations and turning the tables on their victims.

1.4 Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

Bullying can hinder a child's social and psychological development.

1.5 Signs, Symptoms and Typical Bullying Issues

A child may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes the usual routine
- is unwilling to go to school (school phobic)
- begins to cut school
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide, or runs away
- cries himself to sleep at night, or has nightmares
- feels ill in the morning / headaches / stomach-aches
- begins to do poorly in school work
- comes home with cloths torn, or books damaged
- has possessions which are damaged, or "go missing"
- asks for money, or starts stealing money (to pay bully)
- money seems to be lost
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet, or mobile phone, is nervous & jumpy when a cyber message is received

These signs and behaviors could indicate other problems, but bullying should be considered a possibility and should be investigated.

Typical bullying cases

The female victim is often an ex-best friend who is suddenly excluded from sleep-overs and social events. In happier times she will have shared confidences with the bully who uses that information against her.

Rumours and hurtful gossips are spread to mutual friends and the victim is deliberately isolated, spending break on her own and having nobody to partner her in class.

If she is a teenager she may get abusive text messages including death threats or she might be called names alleging she is lesbian etc.

Bullies can be vicious and quick to turn a perceived slight into an opportunity for a fight. They are often motivated by jealousy. Friendships can be volatile and a temporary falling out can quickly escalate. Bullying also includes negative references to appearance e.g. clothing, skin, hair, etc.

The male victim is often quiet and inoffensive and lacking confidence which may lead to him being called gay, particularly if he is also popular with girls. Younger boys tend to be targeted with violence in the playground which is laughed off as horseplay while older ones can be targeted during games lessons when there is little supervision in the changing room.

Boys often find they are the butt of jokes and it's particularly hurtful when their friends join in.

They find that their friends go along with bullying which sends a mixed message and they're not sure when to laugh it off and when they need to ask for help from a parent or teacher. Boys are often reluctant to report bullying, feeling that they should be able to handle it themselves.

Both boys and girls are likely to be targeted on abusive internet websites which may contain pictures of them with offensive comments.

What should the adult(s) do?

When interviewing the different parties, it is crucial to ask what their friends were doing while the incident was taking place and whether any other pupils or adults were nearby.

Bullies rarely admit to what they have done just because the bullies may be 'nice' children and high achievers. Coming from stable family backgrounds doesn't mean that they are not bullying someone else.

The pupil should be explained that what they have done constitutes bullying and that the school has a zero tolerance of this behavior.

It's appropriate in cases where bullying is persistent, for the bully's parents to be called in to school for a discussion with the school management.

2 Anti-Bullying Team

Our philosophy: Nobody should suffer in silence. When a case of bullying is noticed help must be asked for immediately.

The school has an anti-bullying team. The team members are the Class teacher, the Educational advisor and the psychologist. Depending on the case also a counselling teacher and /or a member of the Management can be asked to join the team.

3 Approach

3.1 Approach in S1-S2 (KiVa-Program)

3.1.1 Introduction and Definition of Bullying

KiVa is a science proven anti-bullying program, which has been developed by Dr. Christina Salmivalli in the University of Turku in Finland. The main goal is preventing, tackling and reducing bullying in nursery, primary and secondary schools. The core idea is “no blame”, in other words to celebrate diversity, promote respect and evoke empathy.

3.1.2 Method

KiVa-method starts with screening and by interviewing both the bullied student and the bully or bullies. Also, the parents play an important role as discussion partners for the student and with the school. Each bullying case is documented and followed up.

KiVa-program includes lessons that strengthen positive anti-bullying atmosphere in the school.

KiVa-schools organize annual KiVa-theme days in cooperation with the entire school community.

KiVa training is organized regularly by the University of Turku, either in situ in Finland or online.

3.1.3 Screening

Any adult at school can do the screening, although this person usually is a teacher. Screening means notetaking based on the description the bullied student tells about a bullying case. The bullying case is documented by using a template which is included in the KiVa support materials. The description is given to the KiVa team of the school, which consists of the Director (Deputy Head), KiVa coordinator and one teacher or KiVa coordinator and 2-3 teachers. The school can decide whether this working group members are Class teachers or Counsellors. Alternatively, this group can be formed of volunteering teachers who – in case of bullying – invite the respective class teacher to join the team. The school pedagogical staff may also together with the school psychologist decide, what will the role of the psychologist be: a permanent member of the KiVa team or a visitor, who will be invited when the bullying case requires it.

3.1.4 Discussion with the Bullied Student

KiVa team is involved in all discussions with the bullied student but only 1-2 members should attend this first phase of the intervention. One member of the team writes notes using a template provided by the KiVa-program. The aim of this is to let the bullied student notice that s/he has been heard. The student needs to be reassured that help is available and that the school does not tolerate any kind of bullying.

3.1.5 Discussion with the Bully/Bullies

During the discussion with the bully or bullies the KiVa team is involved. Notes are written again as the interview needs to be documented. A template is again available. It is important to notice that the KiVa team does not take any stand to the bullying case but remains neutral.

The KiVa team can use confrontational or non-confrontational method when interviewing the bully or bullies depending on the case, although non-confrontational method is recommended. The KiVa team may make it clear that it treats the issue in a firm but fair way.

After the discussion the bully is told that the conduct of the bully or bullying students is observed, monitored and followed up until the bullying stops.

The main target of the appointment is to evoke empathy. The bully needs to be asked e.g. "how could you help her/him (the bullied student) to feel better and what are you planning to do that this happens".

3.1.6 Parental Involvement

Parents of all parties will be informed that the KiVa intervention has taken place. No names of the bully or bullies are revealed. The message is only to mention that a bullying case has been notified at school and an intervention has taken place. The parents are reassured that the KiVa team is taking care of the case and they are also encouraged to discuss the issue at home with their bullied child or a bully.

3.1.7 Follow-Up

Follow up takes place in 1-3 weeks after the first discussion between the bullied student, bully/bullies and the KiVa team. The aim is to monitor if the situation has improved. The bullied student and the bully/bullies are brought together only if the bullied student agrees. If the bullying has stopped, no further appointments with the KiVa team are needed. If it has continued, the KiVa team evaluates the situation and decides whether a second round of discussions will be needed. In the latter case, the whole procedure starts once again from the beginning (screening).

3.1.8 Student Surveys

The effectiveness of the KiVa-program is measured annually by running a student survey. The KiVa materials offer a template for the survey, which takes place in all KiVa-schools annually at the same time. The responses are gathered anonymously, and the schools will be given a possibility to compare their results with the other school.

The survey also offers the schools valuable data, on which they can develop their anti-bullying work.

3.1.9 KiVa Lessons

The Class teachers' duty is to present KiVa lessons to their students. They can decide for the rhythm of the lessons independently and are supported by the KiVa team, KiVa coordinator and the Counsellors. The KiVa program provides lesson plans that are ready-to-use. The lessons deepen the students' social skills, understanding of mutual respect and promote empathy and positive school atmosphere.

3.1.10 KiVa Events

The KiVa-program starts with a KiVa Kick-off, which plays a crucial role in implementing the program. The schools can freely design their own theme days, events or assemblies, which preferably will take place on a regular basis once a year. In the European School of Frankfurt, the theme days could become a part of the annual Respect week. It has been suggested that the KiVa-event (theme day) could include student presentations, music and art projects as well as different other motivating and inspiring actions. The student involvement is highly recommended and a close cooperation between the teaching staff and the pupils is foreseen and appreciated.

3.1.11 KiVa Training, Resources and Materials

In the European School of Frankfurt/Secondary School we have currently two KiVa-trainers: Deputy Head Mrs. Laatu and Educational advisor Mrs. Korpimäki. There are plans to encourage more colleagues to attend the next online training that takes place 27.09.-01.10.2021.

KiVa-program offers relevant, updated and inspiring support material for KiVa-schools to use. These include lesson plans, videos, audio material, games and informative internet links. There is also a possibility to discuss KiVa-related projects and issues with other KiVa-school teachers on a specific discussion area.

3.2 Approach in S3-S7

3.2.1 Advice and Procedures for Parties Involved

Advice to the victim

- Tell a trusted adult (parent, teacher, educational adviser, psychologist, nurse).
- Ask for support or help from a friend.
- Go with your friend to a trusted adult.
- Keep whatever evidence you have of the bullying (especially in cases of cyber bullying) to show the trusted adult.

Advice to bystanders (students who see bullying taking place)

- If possible, and it is safe to do so, intervene between the victim and the bully.
- Do not ignore the incident.
- Encourage the victim to ask for help from a trusted adult.
- Report the bullying to a trusted adult.

Advice for teachers:

1. Give the victim reassurance (See Section 2.2 for detail).

- Establish what has happened and who is involved.
 - Inform the student that you might discuss their case with the pedagogical advisor, class teacher and/or their parents.
 - Get the victim's agreement to take further action if necessary.
 - Make sure that the student understands and agrees with your suggested action plan.
 - Set a date when you can meet with the victim again to follow up.
2. Report all cases to the school management, the relevant pedagogical adviser, and the class teacher. These reports are internal and confidential (for written reports, see Annex III).
 3. The school management, the pedagogical adviser and the class teacher decide what further action is to be taken (The recommended procedure is *The Shared Problem-Solving Approach*).
 4. The pedagogical adviser and class teacher can ask for the intervention of a counselling teacher or the school psychologist.
 5. The class teacher can contact the parents if necessary.
 6. Once action has been taken (See *The Shared Problem-Solving Approach*), the class teacher checks at different times to make sure that the problem has been resolved.

Advice for parents:

- Parents are encouraged to talk with their child to establish what has happened and who is involved.
- Parents are encouraged to contact the school (class teacher, counselling teacher, pedagogical adviser, nurse, management) when they are confronted with or have the suspicion that their children are involved in a bullying episode.
- Parents are encouraged to work with the school to overcome the problem.

3.2.2 Strategies for Teachers

- Give reassurance
1. If a student comes to you to say they are being bullied you should talk to them privately. This allows the victim to feel safe and will stop anyone seeing or hearing what is being discussed.
 2. Reassure the student that you will take the complaint seriously. It's a good idea to ask the student to write down exactly what happened and who was there so that you can speak to other people.
 3. The more information you have the better you will be able to deal with the problem and the faster you can sort out exactly what happened.
 4. Tell the student when you expect to be able to speak to them again. Try not to set an unrealistic time frame if you know you might not be able to meet it.
 5. Explain how you will manage the complaint, who you will be talking to, that you will need to hear both sides of the story.

6. Bullies will often not act alone and it's important to remember that you may be dealing with a number of students who are friends and who may give similar versions of events that differ to that of the victim.

3.2.3 Strategies for the Anti-Bullying Team (Class Teacher, Educational Adviser, Management)

A. Interview the person being bullied

- Support them and congratulate them on telling.
- Assure them that the bullying is not their fault and they do not deserve to be bullied.
- Discuss how it feels to be bullied.
- Invite them to write down their feelings about being bullied.
- Explore any possible behaviors of their own where they may act more decisively to increase their own confidence in the situation.
- Tell them you are going to work with other people involved and some others in the group/class to get them to understand the effect that bullying or lack of support is having on one of their classmates.
- Ask them for names of people they would like included in the group.

B. Interview with students accused of bullying and bystanders

- Interview students individually
- Try and prevent students from being able to discuss the event before the actual interview
- Establish what has happened

C. Assemble a group of people

- Ask the advice of teachers who know the class or peer group well and can remain objective.
- Include the person who has been doing the bullying and his/her two main supporters.
- Include one or two bystanders who have been friends of the victim in the past.
- Include two dominant, assertive group/class members who in the past have observed the bullying but done nothing to stop the bullying.

D. Convene a meeting of the group

- Decide if you want to include the victim or not, considering what the victim feels and whether this would be constructive.
- Allow at least 30 minutes.
- Seat everyone in a circle.
- Explain the problem and share the feelings the victim has written down.
- Discuss why the victim is feeling this way.
- Don't apportion blame. This will allow the group to respond objectively to the bullying and to help find a solution.
- Talk about group responsibility for helping solve this problem.

- Encourage each group member to suggest positive ways the victim could be made happier and how the atmosphere in the class group could be improved.
- Say you will leave it up to the group to do these things to support the victim.
- Set a time for reconvening in couple of weeks (or other appropriate time lapse), to review progress.

E. Continue to support the victim yourself

- Meet with the victim informally once a week.

F. Re-convene the group after a couple of weeks

- Discuss progress on doing the things they agreed to do.
- Praise them for any changes you have noticed.
- If the bullying has not improved, discuss why this is the case and ask them to rethink how they might change their behavior or that of their classmates.
- Warn them that further action can be taken involving the management.

G. Call in the bullies if the situation has not improved (since the last group meeting)

- Warn them a final time that if their behavior does not change, they will be asked to see the Deputy Director, or the Assistant Deputy Director and further action will be taken against them.

4 Prevention

We are aware that we belong to a school community made up of people from different nationalities, cultures, religions and social backgrounds.

We value the differences and are unbiased by prejudice. The school climate is built on the shared basic values of tolerance and respect.

Prevention is a key aspect of our anti-bullying policy. This means systematic work inside and outside the classrooms to provide a positive pedagogical atmosphere.

Therefore:

- Each year at least one or two activities involving several classes are organized. This is aimed at strengthening the school cohesion among the different age groups and language sections.
- Every teacher should use some time during his/her lessons to improve the class atmosphere; (s)he should propose activities that link his/her subject matter with the passing on of values such as tolerance and respect.
- School trips, excursions, outings and other activities are organized to contribute to a positive social-emotional atmosphere.
- More suggestions: writing stories or poems or drawing pictures about bullying, reading stories about bullying or having them read to a class, making up role-plays, having discussions about bullying and why it matters.
- Each year we will ensure that through the class teachers, ethic and religion teachers and counsellors, we will renew our school's commitment to our anti-bullying policy (by revisiting the different types of bullying and the

consequences of bullying).

- Resources will be provided for ethics/religion/class teachers to use in raising awareness of bullying and its consequences.
- A library of resources will be established to assist teachers (lesson ideas, DVD's etc.)

5 Annexes

5.1 Report Forms

Report for a case of bullying in the school
--

This document is to be given to the Pedagogical Advisers.

Please fill in this form as precisely as possible, when

- a) You are or were victim of bullying.
- b) You were witness of this type of behavior.
- c) You knew a case of bullying.

Person reporting the incident

Name:

Address:

Email:

Telephone:.....

Identity of the victim

Is it about a student?

If yes, which class?.....

Identity of the alleged bullies

Are they students in the school ?

Surname:..... Name: Class:

Surname:..... Name: Class:

Surname:..... Name: Class:

Surname:..... Name: Class:

Details of the incident(s)

Date(s) and time of the incident:

.....

Where the incident(s) happened:

Inside the school. Specify:

.....

On the way to school. Specify:

.....

In another place. Specify:

.....

What happened?

Indicate from the list below all types of bullying that were involved:

- Mockery, insults, humiliation
- Racist comments
- Excluded from the group
- Spreading of rumours
- Threats and intimidation
- Telephone harassment and / or by e-mail or social networking sites
- Destruction of personal objects
- Personal belongings stolen
- Jostled or spat at or knocked over
- Encouraged others to do something
- Use of weapon or dangerous objects
- Others. Specify:

.....

.....

Describe exactly what happened (what was said or done by the bullies)

.....

.....

.....

.....

.....

.....

.....

Were there witnesses?

Surname:..... Name:Class:.....

Surname:..... Name:Class:.....

Surname:..... Name:Class:.....

Surname:..... Name:Class:.....

Did anyone intervene? If yes, who?

Surname:..... Name:Class:.....

Surname:..... Name:Class:.....

Surname:..... Name:Class:.....

Surname:..... Name:Class:.....

Did you speak about this attack to anyone?

- Friends
- Brother or sister
- Parents
- Teacher
- Counsellor
- Educational Adviser
- Nurse or doctor
- Others

If you did not tell anyone about this incident, explain why?

.....

.....

If you were the victim of bullying , what sort of help would you like?

.....

.....

.....

Do you want to add anything?

.....

.....

5.2 Other Mediation Approaches and Techniques

The "No Blame" Approach to Bullying

It is a simple 7 step process that has the following four essential ingredients:

- The absence of blame
- The encouragement of empathy
- Shared Responsibility
- Problem Solving

The steps involved are as follows:

Step 1 - Talk with the victim

A facilitator talks to the victim to establish the impact that the bullying has had on them. The victim will be encouraged to suggest the names of people to form a group who should help solve the problem. These will include those involved, colluders and perhaps friends of the victim. The victim is also asked to produce a piece of writing or a picture to express how the bullying is affecting them.

Step 2 - Convene a meeting of the group

The facilitator gathers the group together ensuring that there is a balance between helpful and reliable students and those whose behavior has been causing a problem.

Step 3 - Explain the problem

The facilitator explains that there is a problem and that "X" is experiencing certain difficulties. Without discussing specific incidents or accusations the facilitator explains how "X" is feeling using the piece of writing from the victim to illustrate this.

Step 4 - Share responsibility

The facilitator points out that no one is going to be punished and that the group has been convened to help solve the problem because there is a shared responsibility for "X" happiness.

Step 5 - Ask for ideas

The facilitator asks the group to suggest ways that they may be able to alleviate the suffering felt by the victim. Members of the group are encouraged to use "I" language (I will sit next to her in lessons, I will walk to school with her etc.) so that they take ownership of the solutions. These ideas are not imposed on the group by the facilitator.

Step 6 - Leave it up to them

The facilitator ends the meeting by passing responsibility for the problem over to the group, thanks them for their support and arranges a meeting to see how things are going.

Step 7 - Meet them again

The facilitator meets each of the group individually a week later to see how things are going.

Source: <http://www.happychild.org>

The Shared Problem-Solving Approach

The Shared Problem-solving Approach to handling bullying is suitable for stopping bullying behavior. It starts with the understanding that it is more important to solve the problem of bullying than to punish the perpetrator.

A. Interview the person being bullied

- Support them and congratulate them on telling.
- Assure them that the bullying is not their fault and they do not deserve to be bullied.
- Discuss how it feels to be bullied.
- Invite them to write down their feelings about being bullied.
- Explore any possible behaviors of their own where they may act more decisively to increase their own confidence in the situation.
- Tell them you are going to work with other people involved and some others in the group/class to get them to understand the effect that bullying or lack of support is having on one of their classmates.
- Ask them for names of people they would like included in the group.

B. Assemble a group of people

- Ask the advice of teachers who know the class or peer group well and can remain objective.
- Include the person who has been doing the bullying and his/her two main supporters.
- Include one or two bystanders who have been friends of the victim in the past.
- Include two dominant, assertive group/class members who in the past have observed the bullying but done nothing to stop the bullying.

C. Convene a meeting of the group

- Do not include the victim.
- Allow at least 30 minutes.
- Seat everyone in a circle.
- Explain the problem and share the feelings the victim has written down.
- Discuss why the victim is feeling this way.
- Don't apportion blame. This will allow the group to respond objectively to the bullying and to help find a solution.
- Talk about group responsibility for helping solve this problem.
- Encourage each group member to suggest positive ways the victim could be made happier.
- Say you will leave it up to the group to do these things to support the victim.
- Set a time for reconvening in a week (or other appropriate time lapse), to review progress.

D. Continue to support the victim yourself

- Meet with the victim informally once a day.
- Ensure the ongoing safety of the victim.

E. Re-convene the group in a week

- Discuss progress on doing the things they agreed to do.
- Praise them for any changes you have noticed.

F. Re-convene the group in a week

- Discuss progress on doing the things they agreed to do.
- Praise them for any changes you have noticed.

5.3 Ways of Bullying

Physical

Mild: Pushing, shoving, spitting, kicking, hitting...

Moderate: Defacing property, stealing, physical acts that are demeaning, locking in a closed/confined place...

Severe: Physical violence against family / friends, inflicting bodily harm, threatening with a weapon...

Verbal

Mild: Mocking, name calling, dirty looks, taunting, teasing about clothing / possessions...

Moderate: Teasing about appearance, intimidating phone calls and / or e-mails...

Severe: Threats of aggression against property / possessions, threats of violence or of inflicting bodily harm...

Relational

Mild: Gossiping, embarrassing, setting up to look foolish, spreading rumours...

Moderate: Ethnic slurs, setting up to take the blame, publicly humiliating, excluding from group, social rejection...

Severe: Maliciously excluding, manipulating social order to achieve rejection, threatening with total alienation by peer group...

Intimidation

Mild: Threatening to reveal personal information, graffiti, publicly challenging to do something, defacing property / clothing, playing a dirty trick...

Moderate: Taking possessions (lunch, clothing, toys), extortion...

Severe: Threats of using coercion against family / friends, coercion, threatening with a weapon...

Cyber Bullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

6 More Information

German:

<http://www.schueler-gegen-mobbing.de/mobbing-in-der-schule/>

<http://www.nachhilfe.de/service/aktuelles/artikel/mobbing-in-der-schule.html>

<http://www.mobbingberatung.info/pages/downloads.php>

<http://arbeitsblaetter.stangl-taller.at/KOMMUNIKATION/Bullying.shtml>

English:

<http://www.bullying.org/>

<http://www.bullying.org/>

<http://www.bullyonline.org/>

French:

<http://www.harcelement-entre-eleves.com/liens.htm>

<http://www.lycee-chateaubriand.eu/article497.html>

http://www.petitmonde.com/Doc/Article/L_intimidation_entre_enfants_parlons-en#

Italian: <http://www.bullismo.com/>

http://www.facchinetti.net/index.php?option=com_content&task=view&id=67&Itemid=1

<http://www.iltuopsicologo.it/Bullismo.asp#>

7 Sources for the Document

www.kidscape.org.uk

www.bullying.co.uk

www.police.govt.nz