-Tools for review-

Clinical Guide to

Cyber bullying
for
health
professionals

Contents

How to refer to this guide:

Working group of the clinical guide to cyberbullying for health professionals. Clinical Guide to Cyberbullying for Health Professionals. Digital Trust Plan of the Ministry of Industry, Energy and Tourism. La Paz University Hospital, Spanish Society for Adolescent Medicine, Red.es. Madrid. 2015.

Chapter I

Introduction

Introduction

To facilitate use, the tools for review are described in Appendix I of the «Clinical Guide to Cyberbullying for Health Professionals», developed jointly by SEMA (Sociedad Española de Medicina del Adolescente - Spanish Society for Adolescent Medicine), Red.es and La Paz University Hospital of Madrid.

Chapter 2

Tools for review

Useful resources for the healthcare professional in their relationship with minors, families and schools:

2.a. Information for parents: risks on the Internet

For children, the Internet is a window on the world, a place to learn and to communicate. But being children, their impulsiveness and lack of maturity can lead them into dangerous situations and to develop inappropriate behaviour.

In this sense, the guide for parents is necessary so that children learn to develop in a safe and responsible way. The challenge for parents is not simple and they may need to devote time and effort to understanding the relationship between children and new technologies. If children sense their parents lack knowledge of the medium, they will not take their recommendations seriously.

Supervision, working together and guidance by parents is essential

The simplest way for parents to supervise their children on the Internet is to pay attention to what they are doing when they are connected. A good way to start -especially for younger children- is to put the computer in a common area in the home. Children behave differently when they feel that someone is paying attention to what they are doing.

Also, parents must adjust the level of supervision to the age of the child. These levels should evolve toward autonomy, so that children learn to manage situations by themselves:

- **Children** - close supervision is recommended to ensure that they are in a safe environment and at the same time they are taught the basic guidelines of use.

- **Young adolescents** - promote knowledge and development of skills and values so that they can take appropriate decisions independently, but closely follow their progress.

- **Adolescents** - teach them about the risks and ensure that they are aware of the need to be safe. Adolescents need to know how to minimise risks online so that they can detect a potentially dangerous situation and have ways of responding if they are involved in an incident.

Recommended strategies to be followed by parents

- **Be a good example to your children.** Before laying down rules, be aware that you must follow them yourself. Be coherent and do exactly what you ask your children to do. Get your children to participate when you encounter threats on the Internet. This is a way to normalise the situation and create a channel of communication. You show your child that you are trained to respond if necessary.

- **Don't demonize new technologies.** Your child needs them for their personal and professional development. It is more useful to focus on building a consensus and raising awareness of the possible consequences of inappropriate behaviour.

- **Set rules and limits.** Discuss and set rules with your children about when and how much time they may spend online. Do not allow them to use instant messaging (e.g. WhatsApp) while they are doing their homework. Restrict the use of mobile phones during meals. Limit the times and places where they can play online.

- **Chose age-appropriate content.** Help them find sites that promote learning, creativity and that deepen their interests. Some Internet content may be harmful to their education and development. Rely on parental control tools to monitor and control the content to which the child has access to; such tools are very efficient at early ages.

- **Be willing to understand the environment and the technology.** You have to know something about the relationship between children and the Internet to be able to offer appropriate support. Educate yourself as far as possible and encourage exchanging information and experiences about the Internet with your children. In this way, children will have fewer problems when asking questions and talking about their concerns.

- **Become interested in what they are doing online and share their activities.** Get to know your children's online friends, the applications they use and their interests. Sharing their activities (e.g. configuring privacy options on social networks, playing online games together, etc.) is one of the best ways of supervising their Internet activities and conveying new points of view with the intention of raising their awareness.

- **Help them to think critically about what they find online.** Children need to understand that not everything they see on the Internet is true. You can trust the web, but you must not

be naive and allow yourself to be deceived. Teach them to check information if there is any doubt.

- **Make sure they feel comfortable asking you for help.** If the child feels that they would get into trouble by mentioning inappropriate behaviour or that they would lose privileges (such as Internet or mobile phone access) if they told you about some incident in which they were involved, they will be more hesitant to ask your advice. This might make them try to resolve the problem themselves, making the problem worse.

Recommendations for managing privacy, digital identity and reputation

- **Teach children to keep personal information private.** Remind children that personal information should be kept private when they are online. Remind them that they must not reveal their address, telephone numbers or date of birth. Limit the use of social applications that allow children to publish their location (geolocalisation).

- **Find out how they present themselves on social networks.** View their profiles, the comments they make and the content they share (photos, videos, etc.). In the case of adolescents, it may be useful to tackle them indirectly: ask them what they think about the way other people portray themselves on social networks. Listen carefully to their opinions. Help them configure their privacy options on social networks properly to control who can access the information.

- **Discretion in posting photos.** Raise awareness of the dangers of posting personal photos and videos in compromising situations. For example, those of a sexual nature (a practice known as sexting) or those related to drugs and alcohol. Although their friends may think that the photo of Saturday's party where they were playing the fool is very funny, we don't know how it may be interpreted after a few years when the young adult is looking for a job.

- **Remind them that they must respect others.** Instil responsible behaviour in your children, such as not publishing or forwarding information about other people without their permission. In the same way, if children spread rumours or talk ill of someone, they cannot assume that what they say will be kept private. Everything they say may one day come out in the open and be used to harm them.

- **Raise their awareness about talking with people they don't know.** Although at a certain age it may be useful for them to be sociable and help develop their identity, it is necessary to remind children that people on the Internet are not always who they say they are. They should be aware that there are sexual predators who use information published by children to gain their trust and deceive them.

Recommendations for avoiding viruses and fraud

Help them prepare the system against viruses

- **Install an antivirus tool and keep it updated to analyse everything that is downloaded.** You can find the following free antivirus solutions in the Internet Safety Office Free Tools section: http://www.osi.es/es/herramientas-gratuitas

- **Keep the operating system (OS), the browser and all the applications updated.** To be sure that you are well protected, activate automated updates. More information in the Internet Safety Office Software Updates section: http://www.osi.es/actualizaciones-de-seguridad/

- **Use a restricted permissions user account for browsing.** Avoid infections by choosing a suitable user account. The administrator account should only be used at certain times (e.g. installing programs). More information in the Internet Safety Office User Accounts section: https://www.osi.es/es/cuentas-de-usuario

Teach your children how to protect themselves when they are browsing

- **Don't click on links that seem suspicious.** They should be cautious before following a link in the browser, an email message or on a social network site. The associated false messages may be convincing but their aim is to attract attention and redirect to malicious sites.

- **Be careful about what they download.** New threats emerge every day and antivirus programs cannot fight them all. Only download files from trusted sources and programs from their official web sites.

- **Do not trust emails from people you don't know.** If there is any doubt, do not reply

and delete them. Also take into account that the more you limit the spread of your email addresses, the less junk mail (spam) you will receive.

• **Don't open suspicious attachments.** If the message is from someone you know and you have not asked for it, make sure that they really meant to send it. Viruses use this technique to propagate between email, instant messaging and social network contacts.

• **Look after your passwords.** When entering passwords, ensure that you are on the correct web page; it may seem identical and legitimate but it may be an imitation. Don't use the same password on different services; if someone accesses one of your accounts they can easily access all the others. And don't share your passwords with anyone; although someone may say that they are from the technical service, respectable companies never ask for passwords.

Useful Links

- Red.es - Chaval.es: http://www.chaval.es/chavales/recursos/

- Incibe (Spanish National Cybersafety Institute) - OSI (Internet Safety Office): http://www.osi.es

- Friendly Web Sites: http://www.pantallasamigas.net/

- Google - How you can stay safe and secure online: http://www.google.es/intl/fr-CA/goodtoknow/online-safety/

- Microsoft - Family protection: http://www.microsoft.com/es-es/security/family-safety/default.aspx#Generalidades

- Facebook - Safety Centre for parents: https://www.facebook.com/safety/groups/parents/

- Tuenti - Parents and guardians: http://corporate.tuenti.com/es/help/family-faq/es

- Orange - Staying Safe Online: http://navegaseguro.orange.es/

-Tools for review-

Clinical Guide to **Cyber bullying** for health professionals
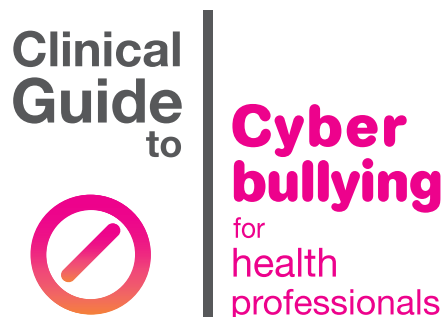
2.b. Information for young people: risks on the Internet

Enjoy the Internet safely and responsibly

As you know, the Internet has everything. If you want to take advantage of the many good things it has -listening to music and viewing videos, playing online games, looking for help with your homework, getting in touch with friends and acquaintances via instant messaging and social networks- you must also know the dangers and how to protect yourself.

In the same way as you put on the seatbelt when your travel by car, look both ways before crossing the road and don't give away the keys of your house to a stranger, on the Internet you should adopt good practices to avoid problems.

The following recommendations will help you enjoy the Internet safely and responsibly.

General recommendations

• **Trust the Web but don't be naive.** Stay alert; not everything said on the Internet is true. Be critical and don't allow yourself be deceived. Ask yourself, «Who published this? Why?». Compare the information you receive against other sources. This advice will help you choose reliable information and avoid being deceived. If you have any doubts, you can ask your parents and teachers.

• **Access content suitable for your age.** You can't learn everything all in one go. Learning also goes in stages on the Internet. In the same way that in school you aren't given courses taught to adults, because you would not understand them and would feel confused, on the Internet there are pages with content you would not understand or that could make you feel bad (violence, hate, etc.). Depend on your parents, teachers and friends to find pages that match your interests and that are suitable for your age.

• **Allow yourself to be guided if you have a problem.** If something happens that seems

suspicious, that you are repelled by or makes you feel bad, tell an adult you trust. Although you may fear at first that they might get angry with you, what they are really concerned about is helping you. If they see that you are acting responsibly, controlling the situation, their confidence in you will grow.

- **Define some rules for using the Internet.** If you abuse the Internet, it will stop being useful and fun and will become a problem. It is normal that your parents are concerned about the time you spend playing online, that you don't stop looking at your phone while you are studying, or that you don't switch it off when you go to bed. Come to an agreement with your parents about the rules for using the Internet. This way you will be clear about which things are positive and which negative.

- **Be careful when chatting with people you don't know.** You must take care on the Internet with people you don't know. People are not always who they say they are; anyone can claim to be a "friend of a friend". You should be aware that sexual predators use information published by young people themselves to deceive them and gain their trust. If you want to meet someone, tell your parents first.

Recommendations for managing your privacy, digital identity and reputation

- **Protect your personal information.** To protect your identity and avoid problems, personal information must be kept private when you are online. Use a nickname instead of your real name, and don't let them find out your address, telephone number or date of birth. Also, don't publish your location (geolocation) in the social applications you use.

- **Keep your passwords safe.** Use strong passwords and don't share them with anyone (only with your parents). Don't use the same password on different services; if they steal it, they could easily access all your accounts. More information in the Internet Security Office Passwords section.

- **Always logout of the Internet site session.** Social networks allow you to stay connected, even after closing the browser or shutting down the phone app. Not needing to enter the password again may feel very convenient. The problem is that anyone who gains access to your device will also have access to your accounts.

- **Configure the privacy options.** Invest 5 minutes in configuring the privacy settings on social networks. Among other settings, you can choose who will see an item and who will not. Some things you will only want to let your family see, other things only your best friends.

- **Think before publishing.** Think about the possible consequences of the content (comment, photo or video) that you are going to publish. Ask yourself, «Who is going to see this? How will they take it? Could they use this to harm me?». Also remember that although you have configured your privacy settings on social networks, after you publish something you will lose control of what has been published. Anyone can copy it and forward it throughout the Internet.

- **Discretion in posting photos.** Take special care with publishing photos and videos in compromising situations, for example, sexual in nature (a practice known as sexting) or related to drugs and alcohol. Although your friends may think that the photo of Saturday's party where you were playing the fool is very funny, you don't know how it may be interpreted a few years later when you want to go to university or are looking for a job.

- **Treat others how you would like them to treat you.** Take other people's opinions into account and don't play with feelings just for fun. Similarly, don't publish or forward images of other people without their permission, and don't write things in messages that you would be uncomfortable saying to them face to face. If you spread rumours or talk ill of someone, it is very likely that sooner or later it will come to light and end up by hurting you. It is worthwhile to respect others and be respected.

Recommendations for avoiding viruses and fraud

Protect yourself while browsing

- **Only click on links you trust.** Be cautious before following a link in the browser, email or social network. It is not rare to find malicious messages seeking to capture your attention so that you follow them and arrive on fraudulent pages.

- **Be careful about what you download.** New threats emerge every day and antivirus programs cannot fight them all. Only download programs and applications from official pages.

- **Be wary of emails from people you don't know.** If there is any doubt, don't reply and delete them. Be aware that the more you limit the spread of your email address, the less junk mail (spam) you will receive.

- **Avoid suspicious attachments.** If it is from someone you don't know and you have not asked for it, make sure the sender really wanted to send it. Viruses use this technique to propagate between email, instant messaging and social network contacts.

Prepare your system against viruses

- **Install antivirus software and keep it updated to analyse what you download.** In the Internet Security Office Tools section you can find free antivirus solutions.

- **Keep the operating system (OS), browser and all your applications updated.** To make sure you are fully protected, activate automated updates. More information in the Internet Security Office Updating section.

- **Use a restricted permissions account for browsing.** Avoid infections by choosing an appropriate account. The administrator account should only be used at certain times (e.g. installing programs). More information in the Internet Security Office User Accounts section.

Useful Links

- Red.es - Chaval.es: http://www.chaval.es/chavales/recursos/

- Incibe - (Spanish National Cybersafety Institute) - OSI (Internet Safety Office):
  http://www.osi.es

- Friendly Web Sites: http://www.pantallasamigas.net/

- Google - How you can stay safe and secure online:
  http://www.google.es/intl/fr-CA/goodtoknow/online-safety/

- Microsoft - Family protection:
  http://www.microsoft.com/es-es/security/family-safety/default.aspx#Generalidades

- Facebook - Teens safety centre:
  https://www.facebook.com/safety/groups/teens/

- Tuenti - Parents and guardians:
  http://corporate.tuenti.com/es/help/family-faq/es

- Orange - Staying Safe Online: http://navegaseguro.orange.es/

-Tools for review-

Clinical Guide to **Cyber bullying** for health professionals

2.c. Coordination with schools: school cyberbullying

For the attention of the Management Team of XXX School.

From XXX Health Centre we wish to inform you that after a preliminary diagnosis, patient XXX, **pupil at your school**, seems to be the **victim of a school cyberbullying incident.**

Because of this, we call on the **responsibility of the school***, through its management teams, to address in a planned and scheduled way the cases that have been detected and/ or communicated, so that the defined **specific response protocols and procedures** for responding quickly to these types of situations are implemented.

Therefore, we expect that the Management Team of the school to ensure a suitable process of acknowledging, care, support and listening to the victim-pupil, providing them with safety and unconditional care through the interventions that you consider applicable by the designated teacher or teachers. It is also essential that, without prejudice to the actions of investigation to be implemented, measures are put in place to provide evidence that the bullying has stopped. In this educational context where strategies for addressing each conflict must be in place, there are very specific objectives:

1. cessation of the bullying;

2. protection, care and support for the victim;

3. reparation of the harm done, forgiveness and reconciliation;

4. specific actions against the bullies;

5. raising awareness of the educational community.

The health centre will monitor the patient's progress and will notify the school of any aspect that may be of interest to improve the management of the problem.

We are available for any assistance or advice that you may need.

Many thanks for your help and collaboration.

Yours faithfully, XXX

* The specific legislation derived from the provisions of article 124 (Rules for organisation, operation and dispute resolution) of Organic Law 8/2013, of 9 December, for improving educational quality (LOMCE in Spanish) explicitly requires the formulation of plans for conflict resolution that must include specific actions for responding to conflicts between peers including school cyberbullying.

Useful Links

- Red.es - Guide for Action Against Cyberbullying:
  http://www.chaval.es/chavales/recursos/

- Red.es - SOS Guide for Educators: Intervention Protocol Against Cyberbullying at
  School: http://chaval.es

- Emici - Protocol for school action in case of cyberbullying:
  http://www.emici.net/prot/Protocolo%20Ciberbullying.html

- COPM - Ciberbullying: Preventing and Acting:
  http://www.copmadrid.org/webcopm/recursos/CiberbullyingB.pdf

- Save The Children - Advice for teachers in case of school bullying:
  http://www.savethechildren.es/ver_doc.php?id=196

-Tools for review-

Clinical
Guide to

Cyber
bullying
for
health
professionals
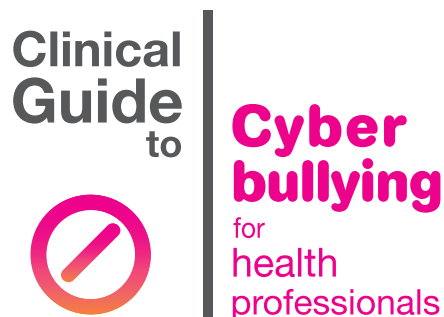
2.d. Information for parents on how to act in case of cyberbullying at school

What is cyberbullying at school?

> «Intentional and repeated harm caused by a group of children against another child through the use of digital media».

This brief definition includes the main features of the phenomenon:

- **Harm:** the child suffers emotional harassment, which may seriously affect their everyday life.

- **Intentional and repeated:** the aggressor's behaviour is deliberate (not accidental) and reflects a pattern of behaviour (not an isolated incident).

- **Digital media:** the bullying is carried out using computers, phones and other digital devices, which distinguishes it from traditional bullying.

What makes it different from traditional bullying?

Because of the medium in which it takes place, cyberbullying has some unique features that imply that the bullying is simpler to carry out and also has a greater impact on the victim.

These characteristics are:

- **«Disinhibiting effect on behaviour».** The supposed anonymity of being online and the difficulty of perceiving the harm done due to the physical distance introduced by the Internet encourage the bullies to act impulsively without thinking about the consequences.

- **«Increase in the reach of victimisation».** Continuous connectivity and the use of mobile devices enables bullies to access the victim from any place and at any time. Furthermore, harmful content may go viral, reaching many people in a short time.

For these reasons, cyberbullying may have unexpected consequences, even going beyond the control of the bullies themselves.

How is cyberbullying carried out?

The most common methods and means currently include:

- **Direct attacks:** insults or threats sent directly to the victim through social networks and instant messaging. Password theft for taking over and closing social network profiles and online games.

- **Publications and public attacks:** rumours, harmful messages, humiliating photos or videos published in social networks, blogs, forums or sent via instant messaging and email. Exclusion from online groups to denigrate the victim.

- **Cyberbullying through third parties:** use of other people and mechanisms to perform cyberbullying. Impersonation and creation of false accounts on social networks in order to send threatening or provocative messages that expose the victim to comments by third parties. Malicious complaints through social network security mechanisms to shut down accounts.

How common is it?

Various studies agree that some 5% of Spanish children suffer cyberbullying at school. They report a tendency to increase with age, with the highest proportion of victims between 15 and 16. There are also differences between sexes: girls between 13 and 16 years are more likely to be affected than boys of the same age (12% compared to 2%).

How to detect it?

The appearance of some of the following symptoms should be grounds for suspicion:

- **Physical and emotional changes:**

    - frequent manifestations of ailments (e.g. headache or stomach ache)

    - changes in mood, mainly bad temper

    - bouts of sadness and/or apathy and indifference

    - symptoms of anxiety and/or stress

    - unusual signs of aggressive behaviour

- **Changes in social behaviour:**

    - in their usual leisure activities

    - in their relationship with adults, regarding frequency of interaction and dependence on them

    - in the amount of food eaten and eating habits

    - in sleep patterns (e.g. nightmares)

    - suddenly stopping using the computer and phone

    - sudden changes in groups of friends, sometimes antagonistic

    - self-harm, suicide threats or attempts

- **Changes in the academic context:**

    - getting involved in incidents at school

    - reduced ability to concentrate and pay attention

    - ups and downs in study times and school performance

    - loss of interest in school

    - loss and/or damage to physical belongings, frequent physical injuries without reasonable explanations

What should I do if my child is the victim of cyberbullying?

1. Listen and talk.

Ask your child what is happening, listen attentively and help them express their emotions and concerns (use phrases such as «Tell me more about this»). To facilitate dialogue, be calm and adopt an understanding and attentive attitude; this is not the time to be judgemental. If you find them unwilling to talk (teenagers have their own social dynamics that generally do not include the parents), encourage them to talk with friends or other trusted adults who might help manage the situation.

2. Reinforce their self-esteem and don't blame them.

Assure them that you understand the issues associated with cyberbullying and tell them that they are not alone, that you are there to help them resolve the situation with the dignity and respect that everyone deserves. If they have made mistakes, this never justifies what is happening. Be positive, recognise their courage in coming forward and/or allowing themselves to be helped and let them know that they will rise above it.

3. Act, formulate a plan.

Act immediately. Don't wait for the bullying to stop by itself because the problem could get worse. Propose an effective response to the situation and count on your child's cooperation to implement it. Ensure that the child understands the steps to be taken. The objective is that they overcome the situation feeling stronger and part of the solution.

4. Tell the School.

The school is the main place for the child's relationships, so it is very important that the school knows about the situation. The majority of schools are sensitive to cyberbullying and many of them have protocols as part of their conflict resolution plans. When you talk to the school about your child's situation, try not to overreact. Remember that the most important thing is to work together to resolve the situation. Let them know that you are there to help and trust the school in the same way that you expect them to trust you.

5. Tell the paediatrician.

Every child who has suffered cyberbullying must be evaluated by the paediatrician to treat the symptoms they may have, to prevent the situation from getting worse and to help them follow the next steps.

6. Advise your child about how to react against cyberbullying:

a.   Keep sensitive information private. Let them know that the more they spread sensitive information, especially compromising images, the more vulnerable they will be. Remind them that they have no control once something has been published on the Internet and that someone could use it in the future to harm them.

b.   How to behave when faced with cyberbullying. In general, we recommend not reacting to provocation in order to break the bullying dynamic; bullies are only trying to get attention to gain status. If ignoring the bully does not work, you can try to communicate with the bully and tell them to stop: the child must be ready to convey the message respectfully and firmly, not with anger or aggressively.

c.   When to ask for help. Help your child understand when a behaviour goes beyond the limit. If they feel physically or emotionally threatened, that is the time to seek help.

d.   Encourage them to make friends. Bullies don't often direct their attacks against those who are perceived to be socially well supported. If the victim has friends who show their support, it is likely that the intimidation will stop.

e.   Block the bully and report abusive content. The majority of Internet services allow blocking users who behave inappropriately (insults, threats). Similarly, offensive content can be reported.

f.   Keep the evidence. It is advisable to keep messages, screen captures and other evidence of harassment in case the school or authorities need it in future.

g.   Encourage empathy. Help your child understand the harmful impact of cyberbullying on the victims, in the present and in the future. Urge them to listen to the victims and offer them support.

7. Seek expert help.

The following organisations have «Help Lines» with access to lawyers, psychologists and child safety experts who sympathise, inform and mediate in cases of cyberbullying:

a.   Alia2 foundation: www.alia2.org

b.   ANAR foundation: www.anar.org

c.   Padres 2.0 (NGO): http://padres20.org

d.   Pantallas Amigas: www.pantallasamigas.net

8. In cases of severe cyberbullying, you can notify:

a.   Juvenile prosecutor: goo.gl/U9YZm6

b.   Police: www.policia.es/

c.   Civil Guard: www.gdt.guardiacivil.es

9. Reassure them so they feel comfortable asking for help.

If the child feels that they would get into trouble by mentioning inappropriate behaviour or that they would lose privileges (such as Internet or mobile phone access) if they told you about some incident in which they were involved, they will be more hesitant to ask your advice. This might make them try to resolve the problem themselves, making the problem worse.
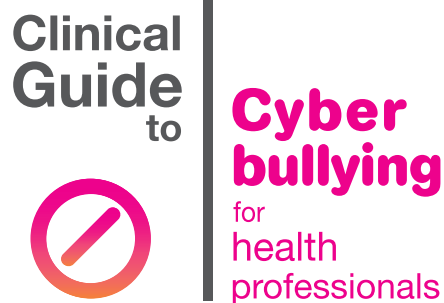
> **And remember, parents who are too busy can't help put a stop to cyberbullying.**

Useful Links

- Red.es - Guide for Action Against Cyberbullying:
  http://www.chaval.es/chavales/recursos/

- Facebook - Centre for preventing abuse for parents:
  https://www.facebook.com/safety/groups/parents/

- Save The Children - Advice for parents in case of school bullying:
  http://www.savethechildren.es/ver_doc.php?id=194

- Friendly Websites - Cyberbullying: http://www.ciberbullying.com/cyberbullying/

- COP - Cyberbullying: Preventing and Acting:
  http://www.copmadrid.org/webcopm/recursos/CiberbullyingB.pdf

-Tools for review-

Clinical Guide to **Cyber bullying** for health professionals

2.e. Information for young people (victims) about how to act in case of cyberbullying

What is cyberbullying at school?

It's a situation when a group of young people intentionally and repeatedly bully you on social networks, via instant messaging and/or other ways on the Internet.

To be considered cyberbullying, the behaviour must be repeated over time and not be an isolated incident. A single comment on a photo on a social network, even if it's malicious, is not cyberbullying.

The bullying may affect you emotionally, reducing your self-esteem, limiting your ability to relate to others and affect your everyday life.

What makes it different from traditional bullying?

Because it takes place on the Internet, cyberbullying has some unique features that make it easier to carry out and has a greater impact on the victim. These are:

- The supposed anonymity of the Internet encourages bullies to act impulsively without thinking about the consequences.

- Sometimes the victim may not know who the bully is.

- Because you can't see the other person on the Internet, it is difficult to perceive the harm being done.

- The use of mobile phones allows bullies to access the victim from any place and at any time.

- Harmful content may go viral, reaching a lot of people in a short time.

How to react if you are suffering cyberbullying?

1. Keep sensitive information private.

The more sensitive information about you that you spread, especially compromising images, the more vulnerable you will be. Remember that you don't have control over what you publish on the Internet and that anyone can use it in the future to harm you.

2. How to behave when faced with cyberbullying.

In general, we recommend not reacting to provocation in order to break the bullying dynamic; bullies are only trying to get attention to gain status. If ignoring the bully doesn't work, you can try to communicate the situation with the bully and tell them to stop. But to do this, you must be ready to convey the message respectfully and firmly, not in an angry or aggressive way.

3. Talk about it.

At the beginning, you may think that you can sort it out yourself, or that talking to someone will not solve anything. But talking about the problem can be very helpful. Don't wait until you feel really bad; find someone you can trust and if that person does not seem to understand, try another.

4. When to ask for help.

When you consider that a behaviour has exceeded a limit, you feel physically or emotionally threatened, that is the time to seek adult help.

5. Try to make new friends.

Bullies often don't direct their attacks toward those they perceive are socially well supported. If you have friends that support you, it is likely that the intimidation will stop.

6. Block the bully and report abusive content.

The majority of Internet services (social networks, instant messaging, forums, etc.) allow blocking users who behave inappropriately (insults, threats). Similarly, offensive content can be reported.

7. Keep the evidence.

It is advisable to keep messages, screen captures and other evidence of bullying in case they may be necessary in the future to report it to your parents, school or police.

Useful Links

- Facebook - Teens safety centre:
  https://www.facebook.com/safety/groups/teens/

- Superkids - Yo controlo: http://www.yocontrolo.es/

- Save The Children - Advice for children in case of bullying at school:
  http://www.savethechildren.es/ver_doc.php?id=195

- Friendly Website - Six recommendations for preventing cyberbullying:
  http://www.youtube.com/watch?list=PLUGAcyUkQe0r2vFsGqsBQSuJ9z7KL8E5&v=zRjRWMwtXVs#t=20

- Friendly Website - Advice for the cyberbullying victim:
  http://www.prevencionciberbullying.com/cyberbullying/decalogo-victima-ciberbullying.shtml#.VFOGfBZwk_8

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2.f. Information for young people (spectators) on how to act in case of cyberbullying

What is cyberbullying at school?

It's a situation when a group of young people intentionally and repeatedly bully another young person on social networks, via instant messaging and/or other ways on the Internet.

The bullying may affect the victim emotionally, reducing their self-esteem, limiting their ability to relate to others and affect their everyday life.

What makes it different from traditional bullying?

Because it takes place on the Internet, cyberbullying has some unique features that make it easier to carry out and have a greater impact on the victim. These are:

- The supposed anonymity of the Internet encourages bullies to act impulsively without thinking about the consequences.

- Sometimes the victim may not know who the bully is.

- Because you can't see the other person on the Internet, it is difficult to perceive the harm being done.

- The use of mobile phones allows bullies to access the victim from any place and at any time.

- Harmful content may go viral, reaching a lot of people in a short time.

What is a cyberbullying spectator?

A «spectator» is someone who sees what is happening between the bully and the victim but

does not directly take part in the bullying.

The spectators' role is key for how the situation develops: they may encourage the bully to continue with the abuse; they may not get involved in the action but look the other way, and therefore, consent to it; or they may help the victim get out of the situation.

How to progress from being a spectator to fighting against cyberbullying?

1. Show your disapproval.

Some people carry out cyberbullying because they believe that people approve what they are doing or because they think that it is fun. Criticising what is happening, saying that it is not fun and that it is abusive behaviour may be enough for the bully to lose motivation and stop doing it.

2. Someone must be the first.

If you take a step forward, it is likely that you won't be alone. The majority of young people are disgusted by cyberbullying, they are only waiting for someone to take the initiative so they can add their support.

3. You have more power than you think.

Young people are more likely to convince others to stop bullying than teachers or adults. The opinion of classmates really counts.

4. Report abusive content.

The majority of Internet services (social networks, instant messaging, forums, etc.) allow reporting offensive content (photos, comments, even profiles). Report abuse to build a more respectful Internet.

5. Break the chain.

If you are sent humiliating comments or images about another person, this is to time to put a

stop to it. If you feel comfortable doing so, respond saying that you don't like it, that you don't want to encourage it, and encourage other people to do the same.

6. Offer your help.

If you are friendly with the person affected, ask them what is happening and show your support. Let them know that you don't approve of what is going on and that they do not deserve to be treated that way. Even if you are not friends, you can still do this, and they will thank you. If you see that the situation is getting out of control, seek the help of a teacher.

Don't be a spectator! Actively fight cyberbullying

-Tools for review-

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health professionals

2.g. Information for young people (the bully) on how to act in case of cyberbullying

What is cyberbullying at school?

It's a situation when a group of young people intentionally and repeatedly bully another young person on social networks, via instant messaging and/or other ways on the Internet.

To be considered cyberbullying, the behaviour must be repeated over time and not be an isolated incident. A single comment on a photo on a social network, even if it's malicious, is not cyberbullying.

The bullying may affect the victim emotionally, reducing their self-esteem, limiting their ability to relate to others and affect their everyday life.

What makes it different from traditional bullying?

Because it takes place on the Internet, cyberbullying has some unique features that make it easier to carry out and have a greater impact on the victim. These are:

- The supposed anonymity of the Internet encourages bullies to act impulsively without thinking about the consequences.

- Sometimes the victim may not know who the bully is.

- Because you can't see the other person on the Internet, it is difficult to perceive the harm being done.

- The use of mobile phones allows bullies to access the victim from any place and at any time.

- Harmful content may go viral, reaching a lot of people in a short time.

Have you ever done this?

If you have taken part in the publication of cruel or threatening comments, if you have sent humiliating photos, or if you have contributed to any other activity to hurt someone else (for example, creating false accounts on social networks), then you have been guilty of cyberbullying.

Why do it?

People carry out cyberbullying for many and different reasons. Generally because they think it is fun and they believe that it's not very important, a simple joke. Sometimes it may start from a feeling of vengeance for a previous incident. Other times it starts because of the bully's lack of self-esteem; they try to hide it by showing their power in humiliating others. It may also be used as a means of showing off social status or seeking recognition in the group.

How can you stop doing it?

1. Stop justifying yourself.

People look for excuses to justify what they are doing: «he started it first», «she deserves it», «it was only a joke». Try to remember that there is no justification for any type of bullying. No one deserves it and it is always harmful.

2. Seek help.

Tell someone you trust that you are trying to correct a behaviour, for example, being less aggressive on the Internet. Ask if they can help you.

3. Limit access in certain situation.

If you associate some web sites or applications with cyberbullying, try to avoid them or at least limit their use as far as you can.

4. Think before publishing.

After writing something, but before sending or publishing it, relax for a few moments and read

it again. Then think how your message could be interpreted: Will it upset someone? Would you get upset if someone said this about you?

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2.h. Useful Links

- Red.es - Guide for Action Against Cyberbullying:

  http://www.chaval.es/chavales/recursos/

- Red.es - SOS Guide for Educators: Intervention Protocol Against Cyberbullying at

  School: http://www.chaval.es/chavales/recursos/

- Emici - Protocol for school action in case of cyberbullying:

  http://www.emici.net/prot/Protocolo%20Ciberbullying.html

- COPM - Cyberbullying: Preventing and Acting:

  http://www.copmadrid.org/webcopm/recursos/CiberbullyingB.pdf

- Save The Children - Bullying and cyberbullying at school: proposals for action:

  http://www.savethechildren.es/ver_doc.php?id=191&ref=acoso-escolar

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