

Clinical Guide to



Cyber bullying

for
health
professionals



GOBIERNO
DE ESPAÑA

MINISTERIO
DE INDUSTRIA, ENERGÍA
Y TURISMO

red.es



Sociedad Española de Medicina
de la Adolescencia



Hospital Universitario La Paz

Hospital de Cantoblanco
Hospital Carlos III

Comunidad de Madrid

Contents

1.	PRESENTING THE GUIDE	5
2.	COORDINATORS AND AUTHORS	9
3.	LIST OF ACRONYMS	12
4.	DEFINITION OF CYBERBULLYING AND SUB-TYPES	14
	4.a. Cyberbullying at school	
	4.b. Grooming	
	4.c. Differences and similarities between cyberbullying and face-to-face bullying	
	Bibliography	
5.	EPIDEMIOLOGY	23
	5.a. ICT usage in children and adolescents	
	5.b. Security measures and incidents in households with children	
	5.c. Reaction to risk incidents	
	5.d. Incidence of clinical symptoms	
	Bibliography	
6.	DETECTION OF CYBERBULLYING	40
	6.a. Characteristics of the personality profiles involved	
	6.b. Risk practices associated with cyberbullying	
	6.c. Clinical symptoms of cyberbullying	
	6.d. Clinical history	
	Bibliography	
7.	ACTION IN CONSULTATION. RESPONSE TO A CASE OF BULLYING	62
	7.a. How to act in a case of bullying	
	7.b. Initial measures in a case of cyberbullying	
	7.c. Initial measures in consultation in a case of grooming	
	7.d. Consultation follow up	
	7.e. Coordination between the healthcare centre, school and judicial authorities	
	Bibliography	

8. TREATMENT	70
8.a. Victim of cyberbullying at school	
8.b. The cyberbully and cyberbullying	
8.c. Collaborator (passive observer) of cyberbullying	
8.d. Grooming	
Bibliography	
9. JUDICIAL PROCESS	76
9.a. Evidence	
9.b. What is the process following an official complaint?	
9.c. Offences and penalties	
10. PREVENTION	85
10.a. Primary prevention	
10.b. Secondary prevention	
10.c. Tertiary prevention	
Bibliography	
11. CONCLUSIONS	91
12. APPENDIX I: TOOLS FOR REVIEW	94
12.a. Information for parents: Risks on the Internet	
12.b. Information for young people: Risks on the Internet	
12.c. Coordination with schools: school cyberbullying	
12.d. Information for parents on how to act in case of cyberbullying at school	
12.e. Information for young people (victims) about how to act in case of cyberbullying	
12.f. Information for young people (spectators) on how to act in case of cyberbullying	
12.g. Information for young people (the bully) on how to act in case of cyberbullying	
12.h. Useful links	
13. APPENDIX II: RELATED LEGISLATION	121

All rights reserved. Copy and distribution by any means is permitted provided that acknowledgement of authorship, Red.es and SEMA (Sociedad Española de Medicina de la Adolescencia - Spanish Society for Adolescent Medicine) is retained, the work is not used for commercial purposes and it is not modified in any way.

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 1

Presenting the guide

Presenting the guide

The new Information and Communication Technologies (ICT) are tools that have revolutionised the world and are present in the majority of Spanish households and schools. Therefore it is necessary for the young to know how to use them properly.

Children have been born in the ICT era, making use of ICT from an early age. Children start to use ICT at around one year of age; these are the so-called digital natives (people born since the 1980s have lived with ICT all their lives). Digital natives know how to use the ICTs but do not always have the necessary information to do so responsibly and with awareness of the possible threats. As in many other areas of life, adults are responsible for educating children in the appropriate and respectful use of ICTs, evaluating whether children are able to use the technologies safely and supervising them when necessary. Adults, parents, teachers and health professionals must be trained and know how to help children.

It should be taken into account that children who use ICT often have not yet developed the ability to understand terms such as self-respect, respect for others, importance of privacy, existence of sensitive information that must not be revealed or of information that is not suitable for their age, etc. It is therefore very difficult for children to browse safely by themselves. Adults should always ask themselves if it is necessary for the child to have a smartphone with Internet access 24 hours a day.

The difficulties that children most frequently find with ICT are access to information that is not appropriate for their age and/or incorrect information (especially pornographic or violent content), technical risks, loss of privacy, identity theft, financial fraud and screen addiction.

Although cyberbullying is not the most common threat, it is one that poses the greatest risk to the child. At the 2013 annual meeting of the American Psychiatry Association, bullying at school and cyberbullying were highlighted as leading to a higher risk of depression and

suicide. The need for all paediatricians to be aware of the problem was emphasized, given that the first symptoms are frequently ailments (headache and stomach pain). The importance of asking about the clinical history regarding the school, social relationships and the use of new technologies was also underlined. But the role of the paediatrician does not stop at the detection of cases and in guaranteeing proper treatment. Appropriate primary prevention and education for health are also essential because currently, cyberbullying is considered a public health problem.

Cyberbullying is a recent reality that mainly affects teenagers, with an incidence rate that is increasing yearly, and with serious clinical repercussions because of the high suicide risk by the victims. Therefore, suitable training of paediatricians is essential as they are the gatekeepers to the healthcare system and the first to be consulted in the case of psychosomatic pathologies. In order to properly treat patients at a critical time of their lives, and given the special features of this malady, coordinated and multidisciplinary work is required in the family, school, police and justice systems.

Because cyberbullying is such a recent problem and due to its peculiarities, which encompass experts from multiple disciplines, the majority of healthcare professionals have not received specific training and this makes the search for reliable and accessible information especially complex.

The “Clinical Guide to Cyberbullying for Health Professionals” is published in this framework, concisely and clearly presenting the latest knowledge and scientific advances in the subject. The main aim is to provide healthcare professionals with a complete guide with all the information necessary from a multidisciplinary point of view so they can diagnose, treat and prevent cyberbullying.

This practical guide was jointly developed by SEMA (Spanish Society for Adolescent Medicine), Red.es and La Paz University Hospital in Madrid, in collaboration with a multidisciplinary group of experts, paediatricians, psychologists, educators, technologists and lawyers, who have made their knowledge available from different fields and experiences to the healthcare environment to provide better understanding and assist in providing a solution to the problem of cyberbullying. I wish to highlight the work done by Dr M^a Angustias Salmerón Ruiz, member of the Board of Directors of the Society and promoter of the idea; her effort, dedication, effectiveness and practical sense has decisively contributed to the publication of this Guide.

Different aspects of cyberbullying are addressed in depth throughout the 15 chapters written by leading professionals in the field. The authors have managed to include some chapters on practical actions to be carried out by paediatricians in a specific case of bullying, the judicial process and prevention. We have also included as an Appendix some tools for review to inform and guide parents, the children themselves and the schools, as well as supplying useful links and related legislation. All this has contributed to compiling a guide with valuable scientific information that will enable the reader to effectively and reliably face any type of question or problem related to cyberbullying irrespective of the complexity. We are convinced that this guide will be used as a Consultation Manual in health and paediatric care centres.

I wish to thank for the honour of giving me the opportunity of presenting this Guide, which allows me, in the name of paediatricians, to convey my thanks to the authors for their effort and scientific rigour. I hope this guide will have the success it deserves and from SEMA, where ongoing training is one of the main objectives, I offer the maximum institutional support for broad dissemination throughout our country.

Madrid, November 2014

María Inés Hidalgo Vicario

President of the Spanish Society for Adolescent Medicine

Chapter 2

Coordinators and authors

Coordinators and authors

Coordinators

Salmerón Ruiz, M^a Angustias, specialist deputy paediatrician in adolescent medicine. Adolescent Unit, La Paz University Hospital of Madrid. Coordinator of the New Information and Communication Technologies Group of the Spanish Society for Adolescent Medicine. Coordinator of the New Technologies Unit of Ruber Internacional Hospital of Madrid.

Eddy Ives, Lefa S, Paediatrician and Director of Sant Ramon Medical Centre, Santa Coloma de Gramenet (Barcelona).

Morales Fernández, Alfonso, Lawyer, Ph.D in journalism and communication sciences. Red.es.

Authors

Avilés, José María, Psychologist, Lecturer in Valladolid University and Parquesol (Valladolid) secondary school.

Blanco Sánchez, Ana Isabel, Resident Intern Paediatrics Physician at La Paz University Hospital.

Curell Aguilá, Nuria, Paediatrician, Quiron Dexeus University Institute, Adolescent Unit, Barcelona.

Eddy Ives, Lefa S, Paediatrician and Director of Sant Ramon Medical Centre, Santa Coloma de Gramenet (Barcelona).

Llaneza González, Paloma, specialist lawyer in electronic evidence and president of AEDEL (Asociación Española de Evidencias Electrónicas - Spanish Association of Electronic Evidence).

Luengo, José Antonio, Psychologist. Official School of Psychologists of Madrid. Lecturer in the UCJC.

Paniagua Repetto, Horacio, Paediatrician. "Dávila" Health Centre, Santander, Cantabria.

Pedreira Massa, José Luis, Child and Adolescent Psychiatrist of Niño Jesús University Hospital of Madrid.

Ransán Blanco, Manuel, ICT and Internet Child Protection Security Consultant. Red.es.

Ruiz Lázaro, Pedro Manuel, Head of the Child and Adolescent Psychiatry Department of Lozano Blesa University Clinic Hospital of Zaragoza. Associate Lecturer in Psychiatry of the Psychiatry Department of Zaragoza university. Researcher in Information and Communication Sciences.

Salmerón Ruiz, M^a Angustias, specialist deputy paediatrician in adolescent medicine. Adolescent Unit, La Paz University Hospital of Madrid. Coordinator of the New Information and Communication Technologies Group of the Spanish Society for Adolescent Medicine. Coordinator of the New Technologies Unit of Ruber Internacional Hospital of Madrid.

Chapter 3

List of acronyms

List of acronyms

- **ICT:** Information and Communication Technology.
- **NICT:** New Information and Communication Technologies.
- **ADHD:** Attention Deficit Hyperactivity Disorder.
- **FFCCSE:** State Security forces and bodies.
- **SSRI:** Selective Serotonin Reuptake Inhibitor.
- **EMDR:** Eye Movement Desensitization and Reprocessing.
- **PC:** Penal Code.
- **RID:** Resident Internal Doctor.
- **RIP:** Resident Internal Psychologist.
- **RIN:** Resident Internal Nurse.

Chapter 4

Definition of cyberbullying and sub-types

Definition of cyberbullying and sub-types

(Ransán Blanco, M)

Cyberbullying can be defined as the “action of bullying another person through the use of digital media”. Similarly, sexual cyberbullying can be defined as a type of cyberbullying in which the abuser has a sexual purpose.

Consequently, cyberbullying becomes a more serious problem when children are involved. Starting from the previous definitions, two phenomena can be identified that imply a clear risk for children: cyberbullying at school and cyberabuse of an adult toward a child with a sexual purpose (grooming).

4.a. Cyberbullying at School

Cyberbullying at school is a specific type of cyberbullying applied in the context when only children are involved. Cyberbullying can be simply and concisely defined as

«**intentional and repeated harm inflicted by a child or group of children toward another child through the use of digital media**».

This definition includes the main features of the phenomenon (*Hinduja and Patchin, 2009*):

- **Harm:** the victim suffers loss of self-esteem and personal dignity, damaging their social status, causing psychological victimisation, emotional stress and social rejection.

- **Intentional:** the behaviour is deliberate, not accidental. However, it should be taken into account that the explicit intention to cause harm is not always present at the start of the aggressive action.
- **Repeated:** it is not an isolated incident, it reflects a pattern of behaviour. It should be noted that the properties of the medium in which a single action by the bully takes place can imply a prolonged experience of victimisation for the victim, for example, the publication of a humiliating video. Therefore, the effect is repeated, but the aggressive action does not have to be repeated (Protocol of School Action Against Cyberbullying, 2011).
- **Digital media:** the bullying is carried out using computers, phones and other digital devices, which distinguishes it from traditional bullying.

Methods and media for cyberbullying

Although children perform cyberbullying in very different ways and these largely depend on new trends in using technologies, the most representative methods and media currently include:

- **Direct attacks:** insults or threats sent directly to the victim through social networks, instant messaging and electronic mail. Theft of passwords for taking over and closing profiles on social networks and other web services and for the theft of resources in online games. Sending computer viruses to manipulate the victim's computer.
- **Publications and public attacks:** rumours, harmful messages, humiliating photos and videos published on social networks, blogs, forums, or sent via instant messaging and/or email, and exclusion from online groups to denigrate the victim.
- **Cyberbullying through third parties (Aftab, 2010):** use of other people and mechanisms to exercise cyberbullying. Impersonation and creation of false profiles on social networks and/or online games to send threatening or provocative messages exposing the victim to the scrutiny of others. Malicious exploitation of security mechanisms on social network platforms to achieve account closure.

Roles and profile types

The main roles participating in this behaviour are generally the same as in physical bullying: bully, victim and spectators. In relation to the profiles of student bullies, it should not be thought that they follow the same pattern as traditional bullies. New technologies provide possibilities for children who would never have dared to oppress anyone if it were not for their ability to use these resources and the false promise of anonymity on the web (Guide for Action Against Cyberbullying, 2012). In this sense, there is a certain hierarchy of power (including higher technological competence or social prestige of the bully or bullies) with respect to their victim, although this features is not always present (Luengo, 2014). For more details, see «6.a Characteristics of the personality profiles involved».

4.b. Grooming

Grooming can be defined as

«cyberbullying exercised deliberately by an adult to establish a relationship and emotional control over a child in order to prepare the ground for sexual abuse» (Legal Guide on Cyberbullying and Grooming, 2009).

The actions performed can include the offences of child corruption and prostitution, sexual abuse, or deceiving the child to provide pornographic material or show pornographic images in which the child is involved or appears.

However, although the characteristics of this type of behaviour indicate that in the majority of cases grooming is not carried out between equals but between an adult and a child, it should be noted that the active subject of grooming is not always an adult; there are occasions when this occurs between minors (for example a teenager of 17 who bullies a child of 12).

Phases of grooming

There are various elements or phases of grooming during which the adult gains the trust of the child and carries out the abuse (Legal Guide on Cyberbullying and Grooming, 2009):

- **Initial friendship phase.** Refers to making contact with the child to get to know their tastes, preferences and to create a relationship of friendship in order to gain the confidence of the possible victim. In this process, the abuser can opt for a false identity to appear attractive to the child (similar age, physically good looking, similar tastes, etc.); that is, they execute a planned strategy to gain the victim's confidence.
- **Relationship building phase.** The phase when the relationship is formed frequently includes personal and intimate confessions between the child and the abuser. In this way, the child's trust is consolidated and the child reveals more information about their life, tastes and habits. Sometimes in the course of this relationship, the abuser gets the child to agree to sexual requests, such as recording images and videos via the web cam or sending photographs via the mobile phone.
- **Start of abuse phase.** If the child does not grant or persists in denying the abuser's sexual advances, the abuser starts attempts at extortion, which often consist of threatening to publish the confessions or the explicit images. The child can be coerced under this pressure and grant the demands of the abuser, even agreeing to physical contact.

Sometimes, the friendship and face-to-face relationship phase starts with a person previously known to the child, and sexual abuse later continues through electronic devices and the Internet as a further tool of abuse. It is very important for children not to have exclusive communication channels with adults that do not include their parents. Paedophiles often choose a «role» that grants them prolonged contact with children such as sports trainers, leisure and free time monitors, etc.

4.c. Differences and similarities between cyberbullying and face-to-face bullying

(Salmerón Ruíz, M.A; Blanco Sánchez, A.I; Ransán Blanco, M)

Cyberbullying

Cyberbullying shares features with traditional school bullying, although because of the medium in which it takes place it shows differentiating aspects which make it significantly different from adolescent aggression.

The following aspects to consider have a «**disinhibiting effect on behaviour**» promoting impulsive action without thinking about the consequences:

- **Feeling of invincibility online:** those who engage in cyberbullying can easily hide their identities and even avoid blame. This supposed Internet anonymity can feed the sensation of power over the victim as well as giving the potential bully a feeling of invincibility that encourages them to start abusive behaviours. Thus some bullies come to think that their behaviour is normal and socially acceptable, especially when such actions take place in a group, resulting in a reduction of individual self-consciousness. In addition, both young people and their legal guardians are often not aware that these types of actions can constitute a criminal offence.
- **Reduction of social restrictions and difficulty of perceiving the harm caused:** even without anonymity, the simple physical distance provided by communication technologies weakens social restrictions, facilitating disinhibition of behaviour. The digital scenario also largely limits the perception of the harm caused, hampering the development of empathy that is so necessary for the bully to put a stop to such behaviour. Similarly, while physical and temporal distance enable situations to cool down and lose intensity, today the immediacy of communications makes it much easier to act impulsively, leading to an escalation of the conflict.
- **Lack of knowledge by adults of what is happening.** Because ICTs are the medium used, both pre-adolescents who are starting to use ICTs and adolescents may hide what has occurred; the former because they fear punishment and the latter because they think that they can deal with the situation either alone or with the help of their friends. This encourages the bullying to be prolonged in time and parents have much more difficulty in finding out what has happened to their children.

The difficulty for the child to understand the importance of the meaning of self-respect, respect for others, privacy, sensitive information, etc., results in them performing activities on the Internet without first evaluating the high risk such activities entail for themselves and for others. The following aspects imply an increase in the «**scope of victimisation**»:

- **24/7 access to the victim:** continuous connectivity and the use of mobile devices allow bullies to access the victim from any place and at any time, causing an invasion of personal space, even in the home. Whereas with traditional bullying the victim can find

certain emotional relief and respite by getting away from the aggressor, the ubiquity of technology enables aggression to potentially continue 24 hours a day, 7 days a week (Protocol of School Action Against Cyberbullying, 2011).

- **Viral nature and expanded audience:** another aspect making cyberbullying so problematic is that new technologies enable harmful contents to go viral, rapidly reaching large audiences. Once published, the content shared on social networks and instant messaging applications becomes uncontrollable, making it impossible for the victim to know who might have seen it or who may have copies, and to be unsure whether the event has stopped or will be repeated. Also, when cyberbullying is carried out anonymously, although the child who is being bullied may know that the bully is within their circle of friends, not knowing the real identity may aggravate the problem, making them feel uncomfortable, distrustful and suspicious of all their relationships.

These features, unique to cyberbullying, imply that bullying on the web can be carried out in a more systemic and stable way, causing greater impact on victims, accentuating their suffering by increasing their helplessness in the situation. For these reasons, cyberbullying may have unexpected consequences, even going beyond the control of the bullies themselves.

Concealment of the events by children makes diagnosis and early treatment more difficult; when children explain what has happened it is because they cannot find an alternative and, sometimes, leads to suicide.

This means that children who suffer cyberbullying show greater confusion and a higher degree of suffering, increasing their anxiety and distress and, therefore their psychosomatic and psychiatric symptoms appear earlier and are more intense.

Although there are significant differences between face-to-face bullying and cyberbullying at school, there also seems to be a clear connection between them (Ybarra and Mitchell, 2004) (Hinduja and Patchin, 2008). This is not surprising if one takes into account the overlap between children's offline and online worlds. Therefore, previous contact between the aggressor and the victim in physical spaces giving rise to behaviours of exclusion and isolation are common and are continued into online environments. However, given the new paradigm of continuous connectivity for young people, behaviour that is clearly isolated in digital environments without any connection with the physical world is increasingly being perceived (Luengo, 2014).

Grooming

In the case of grooming, the child suffers abuse 24 hours a day, 7 days a week, which causes greater victimisation. The victim is often ashamed of what has happened and fears that the information known to the abuser will be revealed.

The main consequences for the child who has suffered grooming are: distrust of others, change of self-concept and difficulty in establishing future one-to-one relationships and establishing a secure attachment.

More worrying and the **main difference** between face-to-face bullying and bullying over the Internet is that in the latter case there is a **greater risk that the victim will suffer serious depression and suicide** (Bogart L.M, 2014; Rice AE, 2012; Van Geel M, 2014; Wang J, 2011).

Bibliography

Aftab P (2010). What is Cyberbullying?. [Online] Available on: http://stopcyberbullying.org/how_it_works/index.html [Accessed on 22 December 2014].

Bogart L.M et al, (2014). Peer Victimization in Fifth Grade and Health in Tenth Grad. *Pediatrics*, 133(3), 440-47.

Emici (Equipo Multidisciplinar de Investigación sobre Ciberbullying - Multidisciplinary team for research into cyberbullying) (2011). Protocolo de Actuación Escolar ante el Ciberbullying. (Protocol of School Action Against Cyberbullying). [Online]

Available on:

<http://www.emici.net/prot/Protocolo%20Ciberbullying.html> [Accesado el 9 de octubre de 2014]

Spanish National Institute for Communication Technologies (INTECO)(2013). Guía de actuación contra el ciberacoso: Padres y educadores (Guide for Action Against Cyberbullying: Parents and educators). [Online]

Available on:

http://www.chaval.es/chavales/sites/default/files/editor/guia_lucha_ciberacoso_menores_osi.pdf

[Accessed on 9 October 2014]

Inteco (Instituto Nacional de Tecnologías de Comunicación - National Institute of Communication Technologies) (2009). Guía Legal sobre Ciberbullying y Grooming (Legal Guide on Cyberbullying and Grooming). [Online] Available on:

https://www.incibe.es/CERT/guias_estudios/guias/guiaManual_grooming_ciberbullying [Accessed on 9 December 2014]

Luengo J. A. (2014). Ciberbullying: Prevenir y Actuar. (Cyberbullying: Preventing and Acting). Guía de recursos didácticos para centros educativos (Guide to educational resources for schools). [Online] Available on:

www.copmadrid.org/webcopm/recursos/CiberbullyingB.pdf [Accessed on 9 December 2014]

Rice AE, Rhoades H, (2012). Sexually Explicit Cell Phone Messaging Associated With Sexual Risk Among Adolescents. *Pediatrics*, 130(4), 667-73.

S. Hinduja and J.W. Patchin (2009). Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying.

S. Hinduja and J.W. Patchin (2008). Cyberbullying: An Exploratory Analysis of Factors Related to Offending and Victimization. *Deviant behavior* 29, no. 2 (2008): 1-29.

Van Geel M, Vedder P, Tanilon J, (2014). Relationship between Peer Victimization, Cyberbullying, and Suicide in Children and Adolescents: A Meta-analysis. *JAMA Pediatr*, 168(5), 435-42.

Wang J, Nansel T, Iannotti R, (2011). Cyber Bullying and Traditional Bullying: Differential Association with Depression. *J Adolesc Health*, 48(4):415-7.

Ybarra and Mitchell (2004). Online Aggressor/Targets, Aggressors, and Targets: A comparison of associated youth characteristics. *Journal of Child Psychology and Psychiatry*, 45, 1308-1316.

Chapter 5

Epidemiology

Epidemiology

5.a. ICT usage in children and adolescents

(Ransán Blanco, M)

The EU Kids Online project, developed in the framework of the European Commission *Safer Internet Programme*, published in 2011 the study, «Risks and Security on the Internet: Spanish children in the European context» (Garmendia, M., Garitaonandia, C., Martínez, G., Casado, M. A. 2011). The report was prepared from interviews with more than 25,000 children and their respective parents in 25 European countries. Some of the most important data and conclusions are highlighted below:

The way of accessing the Internet is changing

Decrease in the age at which children start. Expansion of mobile connectivity is allowing children to access the Internet at increasingly younger ages. On average, Spanish children between 9 and 16 first connect to the Internet at 9 years of age. However, this data varies depending on the age bands. The youngest group of children (9-10 years) connected well before (7 years) those of 15 and 16, who on average accessed the Internet for the first time at 11. The conclusions point out that the starting age is becoming younger; in this sense, it is not uncommon to see children of 2 and 3 years of age regularly using their parents' terminals.

Continuous connectivity. More than 41% of Spanish children of 11 years of age have a mobile phone. At 13 years of age, more than 75% have this technology; at 15 years of age, more than 90% (INE, 2013). Continuous connection seems to respond to the enormous need to be in constant contact with peers, but can also take up the majority of their time to the detriment of other forms of relationship or leisure activity. Regarding the frequency of Internet

use, in the case of Spain, this is below the European average, 71 compared to 88 minutes (Children and mobile connectivity in Spain, 2014).

Supervision and private access. Each place where the Internet is used implies particular social conventions regarding freedom, privacy, sociability and supervision. 84% of Spanish children interviewed reported using the Internet at home. 42% may use the Internet in their own room (or in another private location of the home). These data suggest two things: firstly, increasing parental awareness seems to be one of the best methods for reaching the greatest possible number of children. Secondly, many children can avoid supervision and can use the Internet in a totally private way.

Activities of children on the Internet

Scale of opportunities. Using the Internet for school work is the most common activity for children (83%). After school work, the most common activities are: receiving content produced by third parties (for example, video clips, 78%), playing video games (80%) and communicating (instant messaging, 68%).

The percentages reporting activities of creating content are notable lower: posting images (44%), using the webcam (24%), using file sharing networks (23%), spending time in virtual worlds (14%) and writing blogs (6%). These data support the concept of the «scale of opportunities», according to which the most basic activities tend to be performed in the early ages of using the Internet by most children, whereas only later do a significantly lower percentage of them move on to perform other activities considered to be more creative (Livingstone and Helsper, 2007).

Children in social networks. In Spain, 56% of children interviewed reported they had their own profile on a social network (slightly lower than in Europe, 59%). Different social networks set different age limits for use in Europe; in Spain the minimum legal age for having a social network profile is 14. However, the data indicate that almost 40% of children between 9 and 13 have their own profile on a social network.

Despite the widespread notion that children have hundreds of contacts in their social network profiles, very few reported having more than 300 contacts (8% in Spain). 31% of Spanish children said they had between 10 and 50 contacts (31% in Europe) and 24% had less than ten.

New approaches to socialising. Around 40% of Spanish children considered that it was «easier to be themselves on the Internet than in person». A slightly lower percentage (37%) said that for them it was easier to talk to people over the Internet than face-to-face. 19% of Spanish children reported that they communicate on the Internet with people they met on the Internet and with whom they have no connection other than through social networks.

In any case, it should be noted that the majority of children who communicate online do so with people they already personally know (94%). That is, children's online communication is based on and complements pre-existing communication.

5.b. Security measures and incidents in households with children

The «Study on Information Security and e-Trust in Spanish Households» (Inteco, 2012), prepared from a sample of 869 households, analysed the security habits in households with children using the Internet. The planned measures were grouped into three categories depending on type:

Enforcement and control measures

The study confirmed a continuing increase in awareness of parents with respect to supervising the use their children made of the Internet. Almost all those surveyed did not allow the child to make purchases or provide banking information (95.2%). A large majority also monitored and limited the time that their children were allowed to use the Internet (85.1%), in addition to locating the computer connecting to the web in a common area in view of all (82.9%).

The most infrequently followed habit by parents was creating a restricted permissions account for the child (43.1%). Although this was also slightly higher than previous periods.

Means of communication, dialogue and education

A continual increase was also observed parents' efforts to raise children's awareness about safe Internet use. Parents were asked three questions: whether they had warned their children

about the problems of providing their own information or that of other people in the home; whether they informed their children about Internet threats; and whether they had asked their children to report any suspicious contact or behaviour.

The three practices analysed were followed by nine out of ten parents, in each case an increase over previous surveys. In this sense, the fastest growing measure was that of informing children about threats on the web.

Measures of parental involvement in their children's browsing

Increasingly, more parents are concerned by news regarding children's safety (89%). Great concern was also observed in relation to online contacts (77.7%) and knowing the nick and profile used by the child in chats and social networks (70.9%).

The above data contrasted with those indicating that two out of three parents trusted their children and allowed them to browse without supervision (65.9%). Finally, it should be highlighted that only one out of four parents considered it possible for their children to be accessing inappropriate content (pornography, violence, racism, etc.).

Cyberbullying incidents: cyberbullying and grooming

Studies on «Safe use of ICT by children and adolescents and e-trust by their parents» (Inteco, 2011, 2012) indicated that the rates of incidence of direct passive cyberbullying (being bullied, insulted or threatened) is 5.9% and of active cyberbullying (bullying, insulting or threatening) is 2.9%. These data show a lower perception by parents of the prevalence of cyberbullying compared to other incidents suffered by children in relation to ICTs (such as access to inappropriate content, loss of privacy, etc.).

In this sense, the conclusions of the study, «Risks and Safety on the Internet: Spanish children in the European context» (Garmendia, M., Garitaonandia, C., Martínez, G., Casado, M. A. 2011) coincide in indicating that the percentage is 5% when considering children who have suffered cyberbullying at school. Although this is low compared to the prevalence of other risks, it is still important because it is the risk that children say they feel most affected by.

In addition, there seems to be a correlation between the existence of bullying and of cyberbullying (in contrast to the hypothesis that it is linked to greater Internet presence).

This leads us to think that cyberbullying is a new form of a previous problem rather than the consequence of a new technology.

Among those children who have suffered cyberbullying, the percentage of them who felt affected to some degree was 90%. That is, exposure to the risk almost becomes a harm in itself for the child. Although in general the large majority of children have not suffered bullying on the Internet, in those cases where they have suffered, it occurred particularly on social networks and instant messaging.

Sending disagreeable messages on the web, generally with unpleasant or hurtful images of the victim, is the most common form of bullying (reported by 3% of children in Spain in both cases). Whereas other forms of bullying were hardly reported at all.

In total, 9% of children of between 9 and 16 in Spain claim to have bullied other children (European average 12%).

Regarding grooming, more than one half of parents and children interviewed reported that they were aware of this risk of sexual harassment in using ICT, and more parents than children said they knew about the threat. In the case of children, girls (62.2%) were significantly more aware of the risk than boys (39.7%).

2.1% of parents and 1.3% of children said that children were exposed to situations that they identified as grooming or sexual harassment. Although this is a situation with a very low incidence compared to other risks, parents considered that should it occur, it would be a very worrying situation.

5.c. Reaction to risk incidents

The «Study on Safe Use of ICT by Children and Adolescents and e-trust by their Parents» (Inteco, 2009), prepared by carrying out 1250 personal interviews in 625 Spanish households, analysed the reaction of children and parents to a safety incident.

How do children react to a risk situation?

It is especially important that 84.5% of children do not feel able to respond to this situation. The remaining 15.5% offered suggestions such as shutting down the connection or leaving the web or chat, refusing to do what they were asked and asking for help from their parents (only 1.1% of children mentioned this option). However, when parents were asked, 31.1% said that their children would come to them first in case of a safety incident. These data overwhelmingly show that children do not alert their parents if they have a problem on the web, despite most adults thinking that they would.

What do parents do in case of an ICT incident involving their children?

Most parents said they followed physical and technical security measures (that is, those involving action on the equipment such as calling the technical service, installing an antivirus program, restarting the system or formatting the hard disk of the computer, for example). To a much lesser extent, parents mentioned educational (dialogue, warnings or making recommendations) and control (based on setting some type of limitation or monitoring such as a timetable or supervision) measures. Finally, only 0.3% of parents had made any report to appropriate authorities. 3% of parents did nothing and 16% were not able to give any response.

It seems that parents feel more comfortable performing technical or physical actions on the equipment, giving them a false feeling of security, but not formulating recommendations or engaging in educational and behavioural aspects on the Internet with their children. This is a further indication that confirms the need to have valid, standard and really executable action guidelines and criteria to help parents in their supervisory work. While the bases of action are not clear, children seem to be without resources in this new environment, whereas parents tend to replicate physical world solutions in the virtual world.

5.d. Incidence of clinical symptoms

(Curell Aguilá, N)

Violence, either as a form of relationship or a method of conflict resolution, leads to both physical and psychiatric repercussions. If it affects children and adolescents (either in the family, at school or in leisure activities), the harmful effects are increased: it not only causes immediate suffering but, when internalising a negative experience, teaches children the mechanism of violent behaviour as a practical way of achieving their objectives.

Ciberbullying

Cyberbullying at school is a form of peer violence, and therefore has negative consequences for all involved. Although these are more evident and immediate for the victims, bullies and observers are recipients of negative learning and habits: all of them will be more susceptible to suffering emotional breakdown and psychological disorders that may affect their current and future behaviour. The symptoms, as well as the levels of suffering, may be different, but in the majority they are mainly related to physical health, emotional well-being and academic performance (Garaigordobil, 2011).

The other form of cyberabuse, grooming, exercised by an adult with the intention of establishing a relationship and emotional control and thus preparing the ground for sexual abuse, affects the victims most severely, especially causing higher anxiety levels.

The most feared and extreme consequence of violence against children and adolescents, specifically cyberbullying, is suicidal thoughts and/or suicide leading to the death of the adolescent victim, as well as youth violence. The victims can become in turn aggressors/ juvenile delinquents and therefore victims and aggressors may also adopt self-harming behaviour to a greater or lesser extent (Hinduja and Patchin, 2010).

To evaluate the impact of cyberbullying from the data published in the last few years and with the aim of estimating the prevalence and incidence of symptoms in affected children and adolescents, it is important to first lay down some methodological considerations:

- Cyberbullying is an emerging problem and it is becoming statistically more common (Orjuela et al., 2014), both quantitatively with respect to the number of referred cases and qualitatively. The ways in which it is carried out are ever changing; cyberbullying through

the Internet/social networks has increased and the age of the affected population has changed in particular, affecting increasingly younger children.

- The methodology used by researchers is very variable, both in terms of the population studied (school population vs. for example special vulnerability groups such as young people with different sexual identity, or cases reaching the attention of the courts following complaints), and to the type of study performed (prospective, retrospective, cross-sectional, face-to-face, online, etc.) or to the use of validated instruments for evaluating symptoms, so that consequently some published results are contradictory (Daine et al., 2013).
- The data published to date, with underestimated incidence and prevalence figures, must be considered as only preliminary, given that the magnitude of the phenomenon seems to be increasing exponentially year on year both in absolute numbers and in the magnitude of the consequences. Cyberbullying is now becoming a public health problem (Feldman et al., 2013; Borowsky et al., 2013) and not only affects the school environment but victims are exposed at any time during their daily lives. Healthcare professionals must become actively involved to reduce the percentage of undiagnosed cases.
- Some authors suggest that cyberbullying is merely a continuation of traditional school bullying, although executed through different and new means. Others consider that, although they share common aspects, they are qualitatively different phenomena. Potential anonymity, inability of the victim and the aggressor to physically see each other, use of images (photos/video) that are rapidly spread via chats/social networks and once published remain visible “indefinitely” are specific risk factors of cyberbullying, able to cause a greater effect, specifically depression, in those involved (Kowalski and Limber, 2013; Del Rey et al., 2012).

After reviewing some studies and recent and/or important guides, the symptoms that we can attribute to cyberbullying are as follows:

Table 1. Consequences of cyberbullying on the victims

AUTHORS	DATE	VICTIMS
Ortega, Elipe and Calmaestre	2009	More negative emotions (feeling bad, sad and helpless) than the aggressor-victims; 20% do not feel affected.
Hinduja and Patchin	2010	Suicidal thoughts in 20% of cases, almost double that of those not suffering cyberbullying.
Garaigordobil	2011	Anxiety, depression, suicidal thoughts, stress, fear, low self-esteem, loss of confidence in themselves, anger, frustration, helplessness, nervousness, irritability, ailments, sleep disorders, low concentration and poor school performance.
Rosario del Rey, Elipe and Ortega-Ruiz	2012	Low self-esteem, depression, feeling abused, exposure to violence, risk of victimisation and in turn becoming bullies.
Kowalsky and Limber	2013	Low self-esteem, social anxiety, depression, weakness, helplessness, anger, sadness, withdrawal, psychosomatic problems, academic problems, suicidal thoughts.
Borowsky <i>et al</i>	2013	Suicidal thoughts in 29%; previous physical or sexual abuse, mental problems or having previously run away from the family home were additional risk factors. Good family relations or with a peer group were protective.

Table 1. Consequences of cyberbullying on the victims

AUTHORS	DATE	VICTIMS
Bartrina	2014	Anxiety and depressive behaviour; 16.6% sought the aid of mental health professionals; 7.5% asked for protective measures after reporting the events; lower age, disability and immigration were associated with higher victimisation; greater suffering in cases of domestic violence, even if the harassment was of short duration.
Orjuela <i>et al</i> / Save the Children	2014	There are individual, family and social risk factors that increase victim vulnerability. Negative impact in emotional development in the short and long terms.
Generalitat de Catalunya	2014	Behavioural problems: at home (changes in the use of ICT, avoiding speaking about the subject); at school (poor performance, absenteeism, avoiding peer contact); with their belongings. Ailments, anxiety, depression.

Physical symptoms of psychosomatic origin are those most often reported, both in victims and bullies and in mere observers: stomach pain, sleep disorders, headache, tiredness, secondary bed wetting, loss of appetite, loss of weight, ticks, nausea and dizziness (Garaigordobil, 2011).

In victims (Table 1), the most prevalent psychological symptoms were: anxiety, depression and low self-esteem. These may either be a direct consequence such as pre-existing symptoms or risk factors that increase vulnerability. Irritability, nervousness, feelings of isolation and helplessness, low self-esteem and suicidal thoughts are also frequently reported (Orjuela et al., 2014). Some behavioural changes may be very indicative: stopping connecting to the Internet or connecting less frequently than usual, displaying frustration, being sad or angry after using the computer or mobile phone or not wanting to talk about the subject when asked (Regional Government of Catalonia, 2014).

Table 2. Consequences of cyberbullying on victims/bullies

AUTHORS	DATE	VICTIMS / BULLIES
Ortega, Elipe and Calmaestre	2009	Emotional coldness: 46.4% do not feel affected.
Kowalsky and Limber	2013	Victims show the highest levels of anxiety and depression; psychosomatic symptoms and academic problems; social maladjustment; isolation and drug use.
Orjuela <i>et al</i> / Save the Children	2014	Low self-esteem, anxiety and depression; social maladjustment and isolation; smoking.

Those who are both victims and bullies (Table 2) show the highest levels of physical problems, anxiety and depression (Kowalsky and Limber, 2013), as well as higher social maladjustment, isolation and drug use (Borowsky et al., 2013). Bullies (Table 3) show higher frequency of violent attitudes (fights, acts of vandalism), delinquency, drug use and have greater likelihood of being diagnosed with antisocial personality disorders many years later (Feldman et al., 2013). All those involved are affected, to a greater or lesser extent, even witnesses who are only observers of cyberbullying are also involved and are affected by the events (Table 4).

Table 3. Consequences of cyberbullying on bullies

AUTHORS	DATE	BULLIES
Ortega, Elipe and Calmaestre	2009	Recognise that the aggression could cause negative emotions in the victims.
Hinduja and Patchin	2010	Higher rate of suicidal thoughts (1.5:1) than those not involved.
Garaigordobil	2011	Greater moral disengagement, lack of empathy, difficulty in complying with standards, aggression, criminal behaviour, truancy, drug or technology abuse.
Kowalsky and Limber	2013	Psychosomatic symptoms and academic problems; aggression, desire for revenge, happiness, satisfaction.
Borowsky <i>et al</i>	2013	Poor school performance, drug use, poor perception of school, but also find it easy to make new friends.
Feldman and Donato	2013	Higher risk of being diagnosed with antisocial personality, having employment difficulties or using drugs many years later.
Orjuela <i>et al</i> / Save the Children	2014	Negative impact in emotional development in the short and long terms.

Table 4. Consequences of cyberbullying on witnesses

AUTHORS	DATE	WITNESSES
Garaigordobil	2011	Psychosomatic symptoms.
Feldman and Donato	2013	Feelings of inferiority, impotence, pain.
Orjuela <i>et al</i> / Save the Children	2014	Feeling bad: pain, sadness, anger.

In the academic sphere, difficulties in school integration and the learning process are common to victims and bullies: victims especially have the desire not to attend school, higher rates of truancy, lack of attention/concentration, poorer academic results, are poorly perceived by their teachers.

The data published on gender differences are contradictory: some researchers have described higher anxiety levels in girls. Others detected a higher rate of suicidal thoughts in boys (Garaigordobil, 2011, Kowalsky and Limber, 2013).

Regarding age, in Spain students in obligatory secondary education are more frequently involved, as it is pre-adolescents who show the greatest involvement and growing incidence (Bartrina, 2014).

If the symptoms reported are compared with those that are caused by traditional bullying at school, cyberbullying causes more negative effects and higher social anxiety, especially if photos/videos are used and published in chats/social networks.

Grooming

In the case of grooming, the symptoms are similar but can be exacerbated by the fear and blackmail to which the child is subjected (Inteco, 2013).

One of the topics that has created the most social alarm since the outbreak of the first cases of cyberbullying has been the incidence of suicidal thoughts and suicide in the affected

population: the number of suicide attempts reported in a group of 2000 US students was almost double in cyberbullying victims to that in young people not bullied (Hinduja and Patchin, 2010). It is unlikely that cyberbullying per se is the cause of adolescent suicide as, according to other reviewed studies, other situations leading to suicide must be simultaneously present (Feldman et al., 2013). In order to detect cases, it is important to know the individual, family and social risk factors (Bartrina, 2014; Feldman et al., 2013).

It should be noted that although having a group of friends or non-parental adults to go to is a common protective factor, the fact of having had a medical examination in the previous year does not protect against suicidal thoughts (Borowsky et al., 2013).

Finally, the high frequency of victims who report not having received any help at the time of the bullying or who have never reported a bullying situation in their family should be noted (Generelo et al., 2013). The number of calls for prior psychological help is also low (16%) in cases that have been reported to judicial bodies (Bartrina, 2014). These are very recent data reported in Spain that are highly worrying.

Bibliography

Bartrina, M.J. (2014). Conductas de ciberacoso en niños y adolescentes. Hay una salida con la educación y la conciencia social. (Cyberbullying behaviour in children and adolescents. There is a way out with education and social awareness), in *Educar2014* vol. 50/2: pages 383-400.

Borowsky, I., Taliaferro, L. and McMorris, B. (2013). Suicidal Thinking and Behaviour Among Youth Involved in Verbal and Social Bullying: Risk and Protective factors in *J Adolesc Health* 2013; 53: pages S4-S12.

Daine, K. et al. (2013). The Power of the Web: A Systematic Review of Studies of the Influence of the Internet on Self-Harm and Suicide in Young People. [Online] Available on: *PLoS ONE* 2013;8(10):e77555. doi:10.1371/journal.pone.0077555. [Accessed on 9 October 2014].

Del Rey, R., Elipe, P. and Ortega-Ruiz, R. (2013). Bullying and cyberbullying: Overlapping and predictive value of the co-occurrence, in *Psicothema* 2012; 24(4): pages 608-613.

Garmendia, M., Garitaonandia, C., Martínez, G., Casado, M. A. (2011): Riesgos y seguridad en internet: Los menores españoles en el contexto europeo. (Risks and Safety on the Internet: Spanish children in the European context). Basque Country University/Euskal Herriko Unibertsitatea, Bilbao: EU Kids Online. [Online] Available on: [http://www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20\(2009-11\)/National%20reports/Spanish%20report.pdf](http://www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20II%20(2009-11)/National%20reports/Spanish%20report.pdf) [Accessed on 9 October 2014].

Feldman, M., Donato, I. and Wright, J. (2013). Bullying and Suicide: A Public Health Approach, in *J Adolesc Health* 2013; 53: pages S1-S3.

Garaigordobil, M. (2011). Prevalencia y consecuencias del cyberbullying: una revisión (Prevalence and consequences of cyberbullying: a review). In *International J of Psychology and Psychological Therapy* 2011, 11(2): pages 233-254.

Regional Government of Catalonia, Department of Education. (2014). Protocol de prevenció, detecció i intervenció enfront el ciberassetjament entre iguals (Protocol for preventing, detecting and intervening in cyberbullying between peers). Xarxa Telemàtica Educativa de Catalunya [Online] Available on: http://www.xtec.cat/web/centres/convivencia/recursos/resconflictes/ciberassetjament_iguals [Accessed on 9 October 2014].

Generelo et al. (2013). Acoso escolar y riesgo de suicidio. Informe al Defensor del Pueblo de la FELGTB (Federación Estatal de Lesbianas, Gays, Transexuales and Bisexuales) (Bullying at School and Risk of Suicide. Report of the Ombudsman of FELGTB - State federation of lesbians, gays, transsexuals and bisexuals). [Online] Available on: <http://www.felgtb.org/temas/educacion/documentacion/investigaciones/i/3363/449/acoso-escolar-y-riesgo-de-suicidio-por-orientacion-sexual-e-identidad-de-genero-fracaso-del-sistema-educativo> [Accessed on 9 October 2014].

Hinduja, S. and Patchin, J.W. (2010). Bullying, Cyberbullying, and Suicide. In *Arch of Suicide Research* 2010;14(3): pages 206-221.

INE (Instituto Nacional de Estadística - National Statistics Institute) (2013). [Online] Available on: www.ine.es/prensa/np803.pdf [Accessed on 9 October 2014].

Inteco (Instituto Nacional de Tecnologías de Comunicación - National Institute of Communication Technologies) (2013). Guía de actuación contra el ciberacoso Padres y educadores. (Guide for Action Against Cyberbullying. Parents and educators.) [Online] Available on: http://www.chaval.es/chavales/sites/default/files/editor/guia_lucha_ciberacoso_menores_osi.pdf [Accessed on 9 October 2014].

Inteco (Instituto Nacional de Tecnologías de Comunicación - National Institute of Communication Technologies) (2011, 2012). Estudio sobre la seguridad de la información y la e-confianza de los hogares españoles. (Study on information security and e-trust in Spanish households) [Online]

Available on:

https://www.incibe.es/CERT/guias_estudios/Estudios/Estudio_hogares_1C2012 (18º oleada)

https://www.incibe.es/CERT/guias_estudios/Estudios/Estudio_hogares_3C2011 (17º oleada)

[Accessed on 9 October 2014].

Inteco (Instituto Nacional de Tecnologías de Comunicación - National Institute of Communication Technologies) (2009). Estudio sobre hábitos seguros en el uso de las TIC por niños y adolescentes y e-confianza de sus padres (Study on safe use of ICT by children and adolescents and e-trust by their parents). Available on:

https://www.incibe.es/CERT/guias_estudios/Estudios/Estudio_ninos [Accessed on 9 October 2014].

Kowalsky, R. and Limber, S. (2013). Psychological, Physical, and Academic Correlates of Cyberbullying and Traditional Bullying, in *J Adolesc Health* 2013; 53: pages S13-S20.

Livingstone, S., and Helsper, E. J. (2007) Gradations in digital inclusion: Children, young people and the digital divide. *New Media & Society*, 9(4): 671-696

Monge, A. (2010). De los abusos y agresiones sexuales a menores de 13 años tras la reforma penal de 2010 (Sexual abuse and assaults on 13 year old children after the penal reform of 2010). In *Revista de Derecho y Ciencias Penales*, 2010;15: pp, 85-103.

Orjuela, L. et al. (2014). Save The Children, Acoso escolar y ciberacoso: Propuestas para la acción (Save The Children, Bullying and cyberbullying at school: Proposals for action.) Report. 2014: pages 1-72. [Online] Available on: http://www.savethechildren.es/docs/Ficheros/675/Acoso_escolar_y_ciberacoso_informe_vOK_-_05.14.pdf [Accessed on 9 October 2014].

Protegeles (Centro de Seguridad en Internet para los Menores en España) (2014). Menores de Edad y Conectividad Móvil en España: Tablets y Smartphones (Children and mobile connectivity in Spain: Tablets and Smartphones). [Online] Available on:

http://www.diainternetsegura.es/descargar_estudio.php [Accessed on 9 October 2014].

Chapter 6

Detection of cyberbullying

Detection of cyberbullying

6.a.Characteristics of the personality profiles involved

(Avilés Martínez, J.M)

To understand the personality profiles involved in cyberbullying, the characteristics of the dynamics in which they are involved should be taken into account. Those involved in the process underlying cyberbullying are affected at different levels due to the dynamics of the phenomenon, which means that the way of acting from each profile is conditioned. Those involved are not only bullies and victims but also the group, and the witnesses play a fundamental role.

Recently, components in cyberbullying have been indicated at different levels of analysis (Avilés, 2013):

From the interpersonal point of view between the bully and the victim, there are characteristics relating to the balance or imbalance of power within the group, with the degree of security or insecurity to which the bullies are exposed when they perpetrate their attacks and with the degree of control or lack of control of the victim in these situations.

On an intrapersonal level, the characteristics of the main participants are lack of empathy and feedback on the bully's behalf, with fewer socio-emotional response keys toward the victim when directing their aggression. On behalf of the victims, a higher degree of confusion on not having information about the source of the aggression (distinct from face-to-face bullying). The aggressor has a lower degree of exposure since they do not risk anything in performing the aggression, acting from the other side of the keyboard and implying a certain degree of

anonymity and unpredictability for the victim.

In peer group dynamics, where the members are often simultaneously connected in the same virtual spaces, the predominant characteristics are group identity, where group social pressure leads to the feeling of belonging, group disinhibition, which is also present in face-to-face bullying, and a certain uniformity of action, which is encouraged by the tendency of individuals to regulate their behaviour according to group norms or marked by those who have the greatest influence or power in the group.

In addition, there are contextual characteristics in cyberbullying that identify a more marked suffering in victims on being the butt of ridicule or aggression for a longer time in the virtual medium, for example, a defamatory photo, message or web page. This is markedly more serious than in face-to-face bullying, given the size of the audience that has access to the harm that the attacks cause to their targets.

Roles involved in cyberbullying and the characteristics of their profiles

Bullies. As happens with face-to-face bullying, the bully does not exhibit a single profile nor a particularly disturbed profile from the psychological point of view. Being an indirect form of aggression, cyberbullying is a medium favouring the appearance of indirect aggressive profiles, who seek a certain safety and avoid risk when executing their attacks. Even when they act, aggressors do not do so in person and hide on the web to commit aggressions they would not perform face-to-face. In any case, the aggressor is often a person who does not have a scale of values that is morally acceptable and slips into behaviour including abuse, control, egoism, exclusion, physical abuse, lack of solidarity or duplicity without too much difficulty. Many of them have been socialised in family environments without a clear moral compass, with models of exercise of authority that were unbalanced, authoritarian, non-existent or permissive, or even models in which the children themselves were the authority, and that have led to generalised abusive behaviour in other situations.

However, there are also examples of aggressors who have learned a dual behaviour, one in which they show a politically correct repertoire of behaviour in certain situations, which protects them in social situations in which they take part, but are capable of acting and showing a hidden side when in virtual anonymity, in an exercise of cynicism and insincerity. Virtual environments facilitate these mechanisms, making it possible for them to play this double game (Avilés, 2014).

Victims. The majority of cyberbullying cases have a precedent of face-to-face bullying in which victims have already been harassed on the physical level. As in the case of bullies, victims do not show a single profile. The majority of them are children who show difficulty in defending their rights, with a limited social network and few friends, a feeling of inferiority and with difficulties in social interaction.

Without doubt there are other profiles: the confident and brilliant pupil who falls prey to an aggressor or a group, virtually or face-to-face; victim students resulting from changing alliances and pairings within the same group; the student who irritates the group and ends up being the object of their aggression (provocative victim) or remaining in the group as the group clown; the student on the fringes of the group who will play any role that leads to their acceptance despite this leading to abuse and humiliation, very typical in a group of girls.

On the other hand, forms of virtual interaction have facilitated in some victims an aggressive reaction via these routes. Some of them, who would not react against aggressors in person take advantage of the disinhibition and supposed anonymity provided by the web to also channel their responses in an aggressive way.

Spectators. As in face-to-face bullying there is a diversity of profiles among those who watch and know what is happening in the group, who end up legitimising what happens. They include those who are indifferent, those who laugh at bullies' antics and those who come out in defence of the victim. By action or omission on behalf of these subjects, the majority can enable the bully to win legitimacy through the group's silence or lose their status if the group tells them to stop and sides with the victim. The complexity of the different degrees of proximity that exist in social networks (friends of friends) can make spectators a very important component of pressure if they decide to collectively react against cyberbullying.

Profiles of risk

The risk profiles are less clear than in face-to-face bullying; anyone can be the victim of cyberbullying but some patterns are often repeated. In general, a little over one third of victims of cyberbullying have a previous history of being bullied. Children who are victims of bullying in school are often victims online, keeping their role and even exacerbating it. Likewise, cyberbullying can occur separately from bullying. Few friends, poor social network, low self-esteem, not being able to defend their rights and having other associated problems have all been factors related to victimisation by cyberbullying.

However, there are also so-called critical incidents, specific situations that can place a subject in the spotlight of others to be victimised, which does not mean to say that they will finally occupy that role. The situations referred to have to do with some critical event that happens in the life of the subject and/or their social network. In this sense, to prevent these risk situations from becoming those of victimisation, a number of factors may play a fundamental role such as the subject's personal and social skills, opportunity and availability of support, etc. However, there are some situations where special vigilance is required; being new to the school, joining a group in the middle of the academic year, not knowing anyone in the group, being in some way unique to the group, or by the simple fact of being different, weaker, with some differentiating trait, etc. Even so, these characteristics are not a necessary condition for becoming victimised. Other conditions must also be present; personal, group, lack of support and/or specific circumstances so that a critical incident turns into victimisation.

It is also true that there are certain groups such as students with special educational needs and/or those who show or are thought to have a certain sexual orientation or identity that is different from that predominating in the group, who may be at risk from suffering victimisation (Avilés, 2006).

Significant differences in the dynamics of cyberbullying by age, gender and school success

Cyberbullying appears to be associated with early adolescence, between thirteen and fifteen years of age (Tokunaga, 2010) and it tends to decrease in the last years of adolescence. It is not associated with gender. Although the majority of studies do not find gender differences, some find significant differences with girls more often being victims. By contrast, other studies see girls as being more likely to use spreading rumours as an instrument of attack, whereas boys seem to choose videos and images.

With respect to school success, cyberbullying and the characteristics of virtual contexts show significant differences from face-to-face bullying for some profiles, such as the very academically bright student and victim, whereas there are no differences in other profiles such as the bully with low academic achievements (Avilés, 2010).

Motivations for bullies to exercise cyberbullying

Some studies have indicated internal and external motivations that could be behind the exercise

of cyberbullying. The majority of studies ratify the belief that on exercising cyberbullying, the perpetrators do not perceive that they are likely to experience any consequences or that their level of security could be threatened (Pettalia, Levin and Dickinson, 2013). Among the internal motivations are redirections of feelings of frustration, vengeance, making oneself feel better, boredom, the inhibiting effect of the web, the intent to exclude a person from the group, undermining their social status or seeking approval of someone they admire in the group itself. Among the external motivations for exercising cyberbullying are external deviations, that is to say, differences observed in people, the fact that aggression does not bring any consequences or being able to engage in conflict from a safe distance, not having to confront the victim face-to-face and so not being exposed to their possible reaction (Schenk, Fremouw and Keelan, 2013).

6.b. Risk practices associated with cyberbullying

(Avilés Martínez, J.M)

There are certain practices of sharing information on social networks that may pose a risk and/or lead to unwanted situations. A few of them and their possible consequences are indicated here (Willard, 2006):

- Although you may receive offensive and harmful emails, it is not recommended you enter into the dynamic of replying and repeated sending of messages because this may give rise to online conflict that might end up with bullying and repeated harassment against a subject.
- Be careful how you communicate messages and do not use offensive or insulting language; respect people's privacy and do not try to know more than they want to show in order to avoid invading their intimacy.
- Avoid spreading rumours or gossip about other people as they may harm their reputation and can provoke defamation. There are currently many gossip or informer websites that are dedicated to these practices without revealing the identity of the contributors.
- It is not a good idea to share or disseminate information and/or personal or compromising images because in future they may reflect badly on the subject or others and reach inappropriate recipients. In this way, sexting and bullying can be avoided.

- Do not share passwords with anyone to protect intimacy and privacy; the more difficult it is to remember the password, the more difficult it will be to compromise it. Avoid impersonation and harassment.
- Given that not everything is as it seems on the web, you should avoid immediately trusting a stranger as they may not be who they say they are. This way you can avoid attempts at grooming.

Sexting as an element associated with cyberbullying

(Ransán Blanco, M)

Sexting consists of

«disseminating or publishing images or videos of a sexual nature produced by the sender, mainly via the mobile phone»

Young people mainly send this content to their partners and use it as a way of flirting with them or getting their attention of their (Guide on adolescence and sexting, 2011). The main risk of sexting is that once the content has been sent, the sender loses control of it. The recipient of the photograph or video can distribute it to third parties either deliberately (revenge, breakup of the couple) or involuntarily contribute to its dissemination (neglect, theft or loss of the terminal). In fact, the content can be publicly disseminated, among the recipient's group of friends, the school environment or even on pornographic web pages, with serious social and emotional repercussions for the person involved.

The anxiety provoked by the betrayal on discovering an image has been disseminated or been made public may affect the child's ability to trust others and may make them feel vulnerable and insecure in future relationships. These feelings may also affect the child in their relationship with the school environment and contribute to self-imposed isolation to avoid stares, comments and more bullying by those who have seen or heard talk of the disseminated images. In this sense, public humiliation to which the victim may be subjected may become cyberbullying if the victim's acquaintances use the event as an element for bullying (Guide on adolescence and sexting, 2011).

Sexual content can also be used as an element of extortion or for blackmailing the subject of the images, as we previously described as grooming. Similarly, the existence of these types of content can attract the attention of a sexual predator, who may think that this person is susceptible to performing certain risk practices, and may therefore be a preferential candidate for abuse. In this sense, sexting in adolescent women has been related to higher rates of sexual risk behaviours (Ferguson, 2011).

Unfortunately, a whole series of circumstances come together in adolescence such as the need for self-assertion, sexual definition and belonging to a group, which makes teenagers more prone to overexposure to sexual themes, especially in the close peer environment that is considered important for social definition and inclusion.

6.c. Clinical symptoms of cyberbullying

(Pedreira Massa, J.L)

Clinical characteristics of cyberbullying

Profile of the victim. It is important to take into account the risk factors that influence or «predispose» the child:

- Regarding behavioural aspects (Borowsky et al., 2013) (Orjuela et al., 2014).
 - Being or having previously been a victim of bullying.
 - Refusal to talk about cyberbullying situations.
 - Not being careful with passwords.
 - Having given or posted personal data on the Internet.
 - Having shared personal photos or videos with people who were met on the Internet.
 - Accepting strangers as Internet friends.

The most frequent symptoms when such situations occur are:

- **Anxiety:** nervousness and anxiety associated with waiting for the dreaded event, in this case exacerbated by both the school environment and the home, because the bully may be personally and virtually present in both. In fact, it is understood that in all scenarios anxiety for the child or adolescent is generalised (Garaigordobil, 2011).

- **Fear:** more evident when going to school or remaining alone at home.

- **Acute anxiety crisis:** a threat or a situation of imminent danger, for example threats or blackmail, may trigger spontaneous panic attacks with the accompanying autonomic symptoms. Generally, the smaller the child subjected to bullying or cyber-aggression, the more diverse the somatic symptoms. With the passage of years, in latent adults or adolescents, distress may be externalised, not through words as with young adults but with actions or behaviour.

- **Psychosomatic symptoms:** frequent complaints such as headaches or stomach pain, without the paediatrician finding an organic cause. It is in younger children where these symptoms can be observed; the body reflects the state of distress or stress that the child is subject to. Often, psychosomatic symptoms are first detected by parents and are the motivation for consultations; the paediatrician is the first professional that can detect it (Kowalski and Limber, 2013).

- **Depression:** sadness, apathy, anhedonia (inability to experience pleasure), lethargy, asthenia (lack of energy) or tiredness. The most feared in this psychopathological state are suicidal thoughts, with suicide as the only alternative for escaping from bullying. Recent investigations have found that victims of cyberbullying often have suicidal thoughts. These findings suggest that cyberbullying is just as harmful as face-to-face bullying for adolescents (Hinduja and Patchin, 2010).

- **Low self-esteem:** self-deprecating comments, feeling guilty about the situation, etc. In such a permeable psychology as that of children or so suggestible as that of adolescence, repeated humiliations and insults cut deep and cause an inevitable narcissistic decline (Garaigordobil, 2011).

- **Mood swings:** higher irritability, anger and withdrawal from normal situations. Fluctuating emotional lability, passing from incomprehensible irritability to unexplained crying. Constant and accumulated tension is difficult to bear and the child cannot find or manage possible solutions.

- **Little interest in activities:** there may be a withdrawal from social and leisure life, giving up previous extracurricular activities such as sports or others.

- **Sleep disorders:** parasomnias such as night terrors, nightmares and difficulty getting to sleep and sleeping in general (Garaigordobil, 2011).

- **Eating disorders:** during adolescence, although increasingly found in childhood, derogatory comments and insults about physical appearance can cause eating disorders, both anorexia and bulimia. *Self-harming behaviours:* through self-inflicted physical harm as a means of diverting discomfort, caused by blackmail or a particular threat.

- **Poor school performance:** attention deficit disorders may appear, with worsening academic outcomes. It is important to differentiate this symptom from ADHD and all that goes with this diagnosis in the child. The child is unable to fully pay attention when they are internally in a heightened state of alert due to an imminent threat (Garaigordobil, 2011).

- **Absences:** both in the form of escape such as avoiding behaviour, more in adolescents, and in the negative such as fear of going to school, which may develop into real school phobia (Catalonia Regional Government, 2014).

- **Isolation:** loss of friends, giving up attending group meetings or activities, tendency to shut themselves off in their room, less communication, state of submission to third parties.

- **Dissociative disorders:** Dissociative symptoms appear relatively frequently in adolescence. A first group of dissociative symptoms are expressed physically: neurological (migraine-type headaches, dizziness, loss of balance, even seizures), muscular (erratic pains, heaviness of limbs, various kinaesthetic sensations), sensory (auditory such as tinnitus, visual such as blurred vision, hypnagogic visions or pseudo-hallucinations). A second group of dissociative symptoms are psychotic symptoms, occurring in vulnerable subjects in which persistent bullying from the virtual media of the screen take on a reality for them in becoming referential delusions, growing suspiciousness and real hallucinations (sometimes).

In relation to the **bullies and participants** the following can be identified:

- Regarding behavioural aspects:
 - Use of various online accounts.

- Having intimidated or bullied some of their peers at school.
 - Justifying cyberbullying performed by others.
 - Lack of respect for authority, teachers or parents.
 - Showing arrogance, abuse of power and lack of respect for peers.
- Regarding personality factors (Garaigordobil, 2011):
 - **Aggressive attitudes:** the character profile of the bully is psychopathic, more commonly through instrumentalised aggression.
 - **Little empathy:** inability to put themselves in the place of others, to recognise the suffering of others and therefore inability to correct or stop their abuse.
 - **No recognition of the consequences of their actions:** little or no introspection and repentance for their actions, minimising or trivialising the aggression, ignoring the impact on the victim. This despite possibly being a previous victim.
 - **Circle of aggressive friends:** the most common situation of cyberbullying is when there are several bullies attacking a single victim, mainly between peers. When there is an age difference, especially when the perpetrator is an adult, there is often a single bully who takes advantage of naivety or vulnerability to extort or abuse the child.
 - **Low tolerance to frustration:** inability to accept reprimands or punishment, assuming consequences for their actions and even justifying or denying their actions. What for the victim is an act of justice, which could prevent or at least reduce psychopathological disorders, can be seen by the bully as an attack on their narcissism.

Before coming to a diagnosis of cyberbullying, it is essential to investigate and **identify excessive use of ICT**. Among the symptoms of this excessive use, now similar to addiction to ICT, are the following (Echeburúa, 2010):

- Personal performance:
 - Cognitive restriction.
 - Growing irritability.

- Certain withdrawal into themselves.
 - Growing school failure.
 - Truancy.
 - Sleep disturbance.
 - Change in rhythm, sequence and amount of eating behaviour.
 - «They never switch off the mobile phone» not even at night.
 - The power of the «virtual friend» to take certain decisions.
 - Possible hypersexuality.
- Children who make excessive use of ICT have a series of characteristics:
 - Their personality traits oscillate between two extremes: narcissistic personality traits and withdrawal and social inhibition.
 - They are seduced by what they find on the sites they frequent and by the potential flattery the experience using those sites.
 - Having such attitudes leads them to showing a clear and growing lack of defence against possible harassment that could occur.
 - Feeling of bewilderment and confusion at the attitude and demands of the cyberbully or abuser to which they might be subjected and seduced.
 - Feeling of growing guilt for what has happened, towards themselves and the possible opinions of others.
 - Growing feeling of shame for their possible actions before the webcam and the explicit content of emails.
 - Change in behaviour and responses to everyday situations.
 - Hours and hours spent at the computer or using the mobile phone, losing track of time and continual use.
 - They move away from their real friends, ignore calls or don't meet up, seeming to exist only in the virtual world.

Short and medium term clinical consequences

As was said earlier, this type of bullying has important consequences for the human mind, resulting in the finding that there is a higher incidence of mental disturbance in girls. It is not uncommon for it to be associated with classical forms of face-to-face bullying, but the fact that being online the whole day means that disconnecting is tremendously difficult and abuse accompanies the victim constantly. It should be indicated that in the case of boys these situations are managed in silence until finally they become painfully obvious.

States of anxiety, depressive symptoms, low self-esteem, sleep difficulties, especially in staying asleep, as well as the creation of an atmosphere of paranoia in which the subjects feel themselves persecuted and threatened. These types of symptoms interfere in normal development and may lead to real disruption of the victims' lives.

Social withdrawal is common and so is the tendency for isolation as a strategy for avoiding feeling continuously exposed.

It is important to mention that new technologies are increasingly being accessed at ever younger ages. In the stages of childhood and adolescence, anxiety is often expressed as psychosomatic symptoms, especially headaches and non-specific gastrointestinal disorders.

It is not uncommon that irritability and aggression are the first and main symptoms of a basically depressive group of symptoms. Furthermore, in this context, involving frustration, despair and a feeling of loneliness and continual helplessness, it is important to take into account that self-harming behaviour, suicidal thoughts or fatal outcomes may occur even more frequently than in cases of traditional bullying.

It is very important and significant to bear in mind that, when faced with a reduction in academic performance, change in habits and the recent appearance of these symptoms, the possibility that some type of bullying is taking place, either virtual or physical.

Long term clinical consequences

After prolonged cyberbullying, the ability to relate to themselves and others can be clearly modified, even after the bullying has ended. The progressive establishment and rooting of the process may interfere in victims' normal emotional and cognitive development and in the

development of their personality.

Continuous harassment causes a situation of hyper-alertness and distrust that constitutes a real obstacle in victims' lives. Feelings of blame and self-reproach may also frequently appear leading to a situation of inferiority and low self-esteem that perpetuates the feeling of insecurity and lack of protection.

Three basic patterns of permanent personality change have been described that show the following characteristics:

- Resignation: voluntary social isolation, the victim does not feel part of society (alienation effect).
- Predominance of obsessive traits with hostile and suspicious attitudes, chronic feelings of nervousness and hypersensitivity regarding injustices.
- Predominance of depressive traits with the appearance of feelings of helplessness, inability to enjoy and feel pleasure.

Sometimes symptoms compatible with post-traumatic stress disorder may appear, with impairment in the physical and cognitive sphere. The type of post-traumatic stress shown by these teenagers is known as Terr's type III, characterised by being a type of chronic bullying with flare-up phases, irrespective of the dominant clinical symptoms, this type is, according to clinical data, most related to suicidal behaviour by the victim (Terr, 1991).

It is not uncommon for all these conditions to condense into the appearance of clinical dissociation, either hysterical or psychotic in vulnerable subjects. The form of expression in the first is often bodily, especially neurological or kinaesthetic, but the psychotic expression strengthens a previous vulnerability and true referential delusions and hallucinations appear that sometimes complete and complement the cyberbullying content.

It has been noted that individuals who have been bullied during childhood and adolescence have a higher risk of showing difficulties in their social relations, developing problems with their work and finances, getting involved in bullying at work or suffering mental disorders. In short, the person subjected to this or any other type of harassment not only suffers intense discomfort and suffering but also can suffer a series of consequences that may end up

influencing all areas of life, including in adulthood.

(The clinical section was jointly written by J.L Pedreira Massa and doctors S. Quirós, M. Pérez-Chacón Morales, and V. Rubio).

6.d. Clinical History

(Eddy Ives, L.S)

It is not easy for the adolescent victim of cyberbullying to come out, and even less so when they are the bully. Therefore, whenever adolescents show clinical psychosomatic symptoms such as low self-esteem, sleep disturbances, anxiety without apparent cause, depressive symptoms, eating disorders and major changes in daily habits or behaviour such as difficulties in integrating at school with frequent absences, poor academic performance, changes in the group of friends, fear of leaving the house with increase in dependence on adults, it is necessary to investigate their use of ICTs and their relationships to them (Save the children, 2014), (Salmeron, 2013), (Eddy, 2012). It is important to find out if they have suffered intimidation through ICT or, by contrast, have intimidated or participated as observers (Guide for Action Against Cyberbullying, 2012). To facilitate the adolescent in talking about their relationship with ICTs, the professional should ask about the use of ICTs at the same time as asking questions about sports, hobbies, etc. That is, the amount of time dedicated to ICTs during the day, the place (home, school, others), times of day (while eating, in bed instead of sleeping, when they are bored), the purpose (calls, timetable, chat), if a friend has intimidated or been intimidated through ICTs, and finally to ask if he or she has been a victim, if they have ever bullied, or if they have been a witness and what they did (protected the victim, supported the bully or ignored the event).

Cyberbullying

When it is suspected that children have suffered intimidation from a peer through ICTs, the following questions should be asked (Garaigordobil, 2014), (Garaigordobil, 2011a):

- Have they received calls or offensive, intimidating or insulting messages on the mobile or via the Internet?

- Were these calls or messages anonymous?
- If they were assaulted and filmed by a peer, were the images posted later on social networks, something called happy slapping?
- Were private or explicit photos or videos (real or forged by photoshopping) taken without their permission such as, for example, in the dressing room at school, and spread without their permission?
- Whether their photos were spread through social networks with the intention of humiliating them.
- If they have been defamed on the Internet, by the spreading of rumours or lies, with the intention of harming them.
- If they have posted private information on the Internet, things that could harm or embarrass them if disclosed among their contacts.
- If they have been blackmailed to make them do things they did not want to do in exchange for not publishing intimate information or images on social networks.
- If they have suffered sexual abuse via the mobile phone or Internet.
- If they have received death threats.
- If they feel bullied and isolated from their contacts in social networks.
- If someone has written comments on their blog or email under their name.
- If they have left offensive comments in forums or aggressively taken part in chats, pretending to be someone else so that the reactions would later be directed to those who have suffered the impersonation.
- If anyone has gained control of their password, changing it so they cannot access their usual locations on the web (email, blog, Facebook, etc.).

- If anyone has registered them, including a photo, in a website for voting for the most ugly or least intelligent person, and loaded it with points or votes so that they appear in the top positions.
- If someone has created a profile or false space in their name, from which they write first person confessions, certain personal events, explicit demands for sexual contacts, etc.
- If someone has registered their email address on certain sites so that they become victims of spam or of contact with strangers.
- If someone has circulated rumours of reprehensible, offensive or disloyal behaviour, so that others, without questioning what they read, exercise their own forms of reprisal or harassment.

Any of these situations may happen, sometimes in the same case in three different situations, as bully, victim or observer, so the questions must be put in such a way that they could be the victim, bully or observer. It is also important to find out what happened in the situation and how they felt. In the case of the bully, you should enquire why they did this, for fun; because they considered the victim to be timid, ugly, inferior, homosexual, different, etc.; because they thought the victim deserved it; to avoid being a victim; to be friends with the leader who also does these things, etc. (Garaigordobil, 2011b). It is also important to ask what their feelings were after the event. In the case of the victim and observer, feelings may oscillate between anger, rage, resentment, revenge to fear, grief, shame, worry, guilt or sometimes indifference. In the case of the bully, feelings may oscillate between feeling strong, superior to others and happy to know that the other is suffering, to feeling a certain blame, nervousness, resentment or hatred. Other times, their feeling may be simply indifference.

Grooming

Another mode of intimidation through ICTs is grooming or cyber-grooming, which is when the perpetrator is an adult and the victim is a child (SOS Guide against grooming, 2013). This dangerous situation for children is more subtle and latent, and the psychological harm may be greater. There will be an explicit or implicit sexual intention. The actions performed will be to deliberately establish an emotional relationship and control over a child with the aim of preparing the ground for sexual abuse. Such perpetrators have a preference for prepubescent

or pubescent children and are frequently married men. Therefore, prepubescent children who have broad access to ICTs should also be interviewed in this regard. Children are often naive and may not realise that they «talking» to an adult. The perpetrator ends up admitting their age and asking for secrecy; he or she convinces them that they should not speak to their parents because the parents would not understand. The perpetrator obtains personal information and photographs that become increasingly compromising. There are often three phases of relationship with the perpetrator: a first of friendship, when the perpetrator makes contact with the child to get to know their tastes, preferences and to create a relationship of friendship and confidence. A second phase, of greater intimacy, that includes personal and intimate confessions between the perpetrator and the child, establishing greater trust and the perpetrator obtaining more information about the victim. Finally the third phase, with a sexual component, in which the children are asked to record videos or take photographs of their participation in sexual acts. Depending on the phase, there may be more difficulty for the child or adolescent to be sincere. Questions should be directed to find out if they chat with strangers, if they have ever chatted with someone whom they thought was their age but later admitted to being older, if they have ever been asked not to tell their parents that they have been chatting, and if a stranger on the web has made intimate confessions to later ask them to respond in a similar way.

In relation to the consequences of suffering cyberbullying, studies show that victims tend to have feelings of anxiety, depression, suicidal thoughts, stress, fear, low self-esteem, feelings of anger and frustration, feelings of helplessness, nervousness, irritability, ailments, sleep disorders and difficulties in concentrating that affect school performance; while perpetrators show lack of empathy, aggressive and criminal behaviour, high alcohol and drug consumption, dependence on technologies and truancy. It should be remembered that in contrast to face-to-face bullying, when the bullying takes place on the web victims cannot escape because they will continue to receive intimidating messages and also the fact that the audience is infinite and the bully is invisible. These facts ensure that the suffering of the victim is greater when compared to direct bullying (Dooley, 2009), (Salmeron, 2013), (Wang, 2011). Therefore, during health checks, the clinician who treats children and adolescents should find out about use of ICTs and when a child or adolescent suffers psychological or psychiatric problems, investigate further the use made of ICTs.

Bibliography

Avilés, J.M^a (2010). Cyberbullying y éxito escolar (Cyberbullying and school success). In Boletín de Psicología, N° 98, pages 73-85.

Avilés, JM. (2013). Análisis psicosocial del cyberbullying. Claves para una educación moral (Psychosocial analysis of cyberbullying. Keys for a moral education). Papeles del psicólogo, Vol. 34 (1), pp 65-73.

Avilés, J.M^a (2014, January). Redes Sociales y Ciberconvivencia. (Social Networks and cyber-disputes). Paper presented in the 1st Provincial meeting on dispute resolution in schools, Valladolid.

Bogart L.M et al., (2014). Peer Victimization in Fifth Grade and Health in Tenth Grade. Pediatrics, 133(3), 440-47.

Borowsky, I., Taliaferro, L. and McMorris, B. (2013). Suicidal Thinking and Behaviour Among Youth Involved in Verbal and Social Bullying: Risk and Protective Factors, in J Adolesc Health 2013; 53: pages S4-S12.

Dooley, J.J., Pyzalski J., and Cross D., (2009). Cyberbullying Versus Face-to-Face Bullying. A Theoretical and Conceptual Review, in Journal of Psychology [Online]. No. 217. April 2009. Available on: DOI: 10.1027/0044-3409.217.4.182 [Accessed on 25 August 2014]

Echeburúa, E., de Corral, P. (2010). Adicción a las nuevas tecnologías y a las redes sociales en jóvenes: un nuevo reto (Addiction to new technologies and to social networks in young people: a new challenge), in Adicciones. Number 22(2), April 2010, pages 91-95.

Eddy Ives, L.S., (2012). Ciberacoso y grooming (Cyberbullying and Grooming), in EnFamilia (Asociación Española de Pediatría) [Online]. Available on: <http://enfamilia.aeped.es/vida-sana/ciberacoso-grooming> [Accessed on 21 September 2014]

Ferguson CJ. Sexting behaviors among Young Hispanic women: incidence and associating with other high-risk sexual behaviors. PsychiatrQ. 2011; 82(3): 239-43; Salmerón Ruiz M.A, Campillo and López F, Casas Rivero J. Acoso a través de Internet (Bullying over the Internet). Pediatr Integral 2013; XVII(7): 529-533

Garaigordobil M., (2011a). Prevalence and consequences of cyberbullying: a review, in International Journal of Psychology and Psychological Therapy. No. 11, February 2011, pages 233-254.

Garaigordobil Landazabal M., (2011b). Bullying y cyberbullying. Conceptualización, prevalencia y evaluación (Bullying and cyberbullying. Conceptualisation, prevalence and assessment), in Formación continuada a distancia. [Online] Twelfth edition, 2011. Official Schools of Psychologists General Advice. Available on: <http://www.psicologiaysexologia.org/wp-content/uploads/2013/11/Bullying-y-cyberbullyung.pdf> [Accessed on 18 September 2014].

Garaigordobil Landazabal M., (2014). Cyberbullying: Una nueva forma de violencia entre iguales a través de los medios electrónicos (Cyberbullying: A new form of violence among peers through electronic media), in Padres y Maestros [Online]. No. 357. 2014, available on: <http://revistas.upcomillas.es/index.php/padresymaestros/article/view/3300> [Accessed on 25 August 2014].

Regional Government of Catalonia, Department of Education (2014). Protocol de prevenció, detecció i intervenció enfront el ciberassetjament entre iguals (Protocol for preventing, detecting and intervening in cyberbullying between peers). Xarxa Telemàtica Educativa de Catalunya [Online] Available on: http://www.xtec.cat/web/centres/convivencia/recursos/resconflictes/ciberassetjament_iguals [Accessed on 9 October 2014].

Government of the Canary Islands (2009). Guía para el profesorado sobre acoso escolar: detección, identificación, intervención y prevención (Guide for teachers on bullying at school: detection, identification, intervention and prevention). [Online] Available on: www.gobiernodecanarias.org/educacion/prevencionacosoescolar [Accessed on 10 September 2014].

Hinduja, S. and Patchin, J.W. (2010) Bullying, Cyberbullying, and Suicide, In Arch of Suicide Research 2010;14(3): pages 206-221.

Inteco (Instituto Nacional de Tecnologías de Comunicación - National Institute of Communication Technologies) (2011, INTECO). Guía sobre adolescencia y sexting: qué es y cómo prevenirlo (Guide on adolescence and sexting: what it is and how to prevent it). [Online] Available on: https://www.incibe.es/CERT/guias_estudios/guias/Guia_sexting [Accessed on 25 September 2014].

Inteco (Instituto Nacional de Tecnologías de Comunicación - National Institute of Communication Technologies) (2012). Guía de actuación contra el ciberacoso para padres y educadores (Guide for Action Against Cyberbullying for parents and educators). [Online] Available on: <http://www.chaval.es/chavales/recursos/guia-de-actuacion-contra-el-ciberacoso-para-padres-y-educadores> [Accessed on 10 September 2014].

Inteco (Instituto Nacional de Tecnologías de Comunicación - National Institute of Communication Technologies) (2013). Guía SOS contra el grooming. Padres y educadores (SOS Guide against grooming: Parents and educators). [Online] Available on:

http://www.adolescenciasema.org/usuario/documentos/sos_grooming.pdf

[Accessed on 25 September 2014].

Kowalsky, R. and Limber, S. (2013) Psychological, Physical, and Academic Correlates of Cyberbullying and Traditional Bullying. In *J Adolesc Health* 2013; 53: pages S13-S20.

Orjuela, L. et al. (2014). Save The Children, Acoso escolar y ciberacoso: Propuestas para la acción (Save The Children, Bullying and cyberbullying at school: Proposals for action.) Report. 2014: pages 1-72. [Online] Available on: http://www.savethechildren.es/docs/Ficheros/675/Acoso_escolar_y_ciberacoso_informe_vOK_-_05.14.pdf [Accessed on 9 October 2014].

Pettalia, J., Levin, E. and Dickinson, J. (2013). Cyberbullying: eliciting harm without consequence. In *Human Behavior*, 29, 2758-2765. <http://dx.doi.org/10.1016/j.chb.2013.07.020>

Rice AE, Rhoades H, (2012). Sexually Explicit Cell Phone Messaging Associated With Sexual Risk Among Adolescents. *Pediatrics*, 130(4), 667-73.

Salmerón Ruiz M.A, Campillo and López F, Casas Rivero J, (2013). Acoso a través de internet (Bullying over the Internet), in *Pediatría integral* [Online], Year VII, number 7. September 2013, pages 529-533. Available on:

<http://www.pediatriaintegral.es/numeros-anteriores/publicacion-2013-09/acoso-traves-de-internet/>

[Accessed on 10 September 2014].

Save the children, (2013). Acoso escolar y ciberacoso: propuestas para la acción (Bullying at school and cyberbullying: proposals for action). [Online] Available on: http://www.savethechildren.es/docs/Ficheros/675/Acoso_escolar_y_ciberacoso_informe_vOK_-_05.14.pdf [Accessed on 25 September 2014].

Schenk, A.M., Fremouw, W.J. and Keelan, C.M. (2013). Characteristics of college cyberbullies. In *Computers in Human Behavior*, 29, 2320-2327. <http://dx.doi.org/10.1016/j.chb.2013.05.013>

Terr, L.C. (1991). Childhood traumas: An outline and overview. *American Journal of Psychiatry*, 148, pages 10-20.

Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. In *Computers in Human Behavior* 26, pages 277-287. doi: 10.1016/j.chb.2009.11.014

Willard N (2006). Cyberbullying and cyberthreats. Effectively managing Internet use risks in schools. [Online] Available on:
<http://new.csriu.org/cyberbully/docs/cbctpresentation.pdf> [Accessed on 20 August 2007].

Van Geel M, Vedder P, Tanilon J, (2014). Relationship between Peer Victimization, Cyberbullying, and Suicide in Children and Adolescents: A Meta-analysis. *JAMA Pediatr*, 168(5), 435-42.

Wang J., Nansel T.R., Iannotti R.J. (2011). Cyber Bullying and Traditional Bullying: Differential Association with Depression. In *J Adolesc Health* [Online] No. 48. April 2011 (doi:10.1016/j.jadohealth.2010.07.012). Available on:
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3058261/> [Accessed on 16 November 2014].

Chapter 7

Action in consultation. Response to a case of bullying

Action in consultation. Response to a case of bullying

(Salmerón Ruíz, M.A; Blanco Sánchez, A.I)

7.a. How to act in a case of bullying

It is important to detect those children who may be suffering cyberbullying, given the negative repercussions in both physical and psychological health and the problems of school performance that may occur. If detection is not early because of the variety of symptoms that may occur, multiple specialists will be required and a number of diagnostic tests may be performed with the consequent increase in healthcare costs without solving the problem (Salmerón Ruiz M.A, 2013) (Guide for Action Against Cyberbullying, 2012).

The paediatrician must be alert to any symptom that could be psychosomatic. Any recurring and/or inexplicable symptom may be a sign of alarm that the child is suffering cyberbullying (Gini G, 2013).

Once cyberbullying is suspected, a one-to-one interview should be conducted with the patient as in the majority of cases children tend to hide what has happened from their family. Ask open and direct questions and avoid blaming, whether the patient is a victim or bully. It is important to foster a sense of trust, explain that the paediatrician understands what they are suffering and that the aim is to help them, agreeing the next steps to be followed. Maintaining confidentiality is especially important for adolescents, inviting them with our aid to tell their parents what happened, explaining why their parents should know but also avoiding betraying their trust.

If detection is early and action is immediate and effective, cyberbullying can be stopped in the majority of cases. In the case of the victim, anxiety and therefore clinical symptoms are significantly reduced. In the case of a bully the consequences of bullying must be explained,

both the harm caused to the victim and the legal consequences of the acts.

The paediatrician's objectives are

- Diagnosing cyberbullying early, because this significantly improves the prognosis and reduces the duration of symptoms, both in the bully and in the victim.
- Evaluating the seriousness and the risk to the patient: specifically ask about mood and existence or otherwise of suicidal thoughts and how far these have gone.
- Evaluating the need for urgent mental health referral: always when there are suicidal thoughts.
- Performing appropriate initial measures to try to stop the cyberbullying.
- Seeking necessary support to help the child. Coordinating the healthcare system with the school is necessary, with associations with help lines, if necessary, and with State Security forces and bodies. Treatment that only covers one of the interventions is insufficient.
- Evaluating and assessing the need for immediate reporting.
- Preventing the victim from suffering new cyberbullying: educating the child and parents on the appropriate and responsible use of ICTs.

7.b. Initial measures in a case of cyberbullying

Immediate action must be performed in cyberbullying cases so that the bullying stops as quickly as possible and all the mechanisms for protecting the victim are put into operation.

- Precise guidelines on the medium used by the bully must be given to prevent the bully's direct contact with victims, for example blocking from their social network or their instant messaging application. If the subject is a bully, the victim must be removed from their contacts immediately to prevent the bully from continuing to have contact with the victim.

- If the bully is known, the bully and their parents or guardians should be contacted. If the identity of the bully is not known, the events must be reported to the digital platform and to remove offensive comments (Resource guide for schools, 2011).
- It is essential to get in touch with the school because there may be other children involved or affected. But it is also possible that the cyberbullying detected is yet another expression of face-to-face bullying. It is also necessary to put into operation the appropriate action and prevention protocols as quickly as possible in the school (Resource guide for schools, 2011). For more details see «7.e. Coordination between the healthcare centre, school and judicial authorities».
- In the case of the victim, all possible information should be collected and stored because this will be evidence for the school, and if necessary, for reporting to the authorities. This information must be collected in the form of screen captures, «screen shots» of the electronic device, whether computer, smartphone or tablet.
- In contact with help lines, it may be necessary to advise the victim.
- Reporting to the police is a resource that should be used in the last instance, given that there are no legal repercussions for the events in the majority of cases; the previous measures should stop the bullying. By contrast, if it should come to legal procedures in the long term, this could be harmful for the victim. This recourse may be necessary in situations that are considered especially serious, when the desired response is not forthcoming with the other actions or it may be necessary despite the actions of the system administrators, or even all of these simultaneously.

7.c. Initial measures in consultation in a case of grooming

- The fundamental **initial measure** is to **report it immediately** to the police, given the seriousness of the offence.
- Precise guidelines on the medium used by the perpetrator must be given to prevent the perpetrator's direct contact with victims, for example blocking from their social network or their instant messaging application.

7.d. Consultation follow up

In monitoring, it is necessary to ensure that the necessary measures have been put into operation to stop the cyberbullying and to support the victims so they feel protected, take the necessary measures to make safe use of ICTs and know how to act in case of a new cyberbullying situation.

7.e. Coordination between the healthcare centre, school and judicial authorities

(Luengo Latorre, J.A)

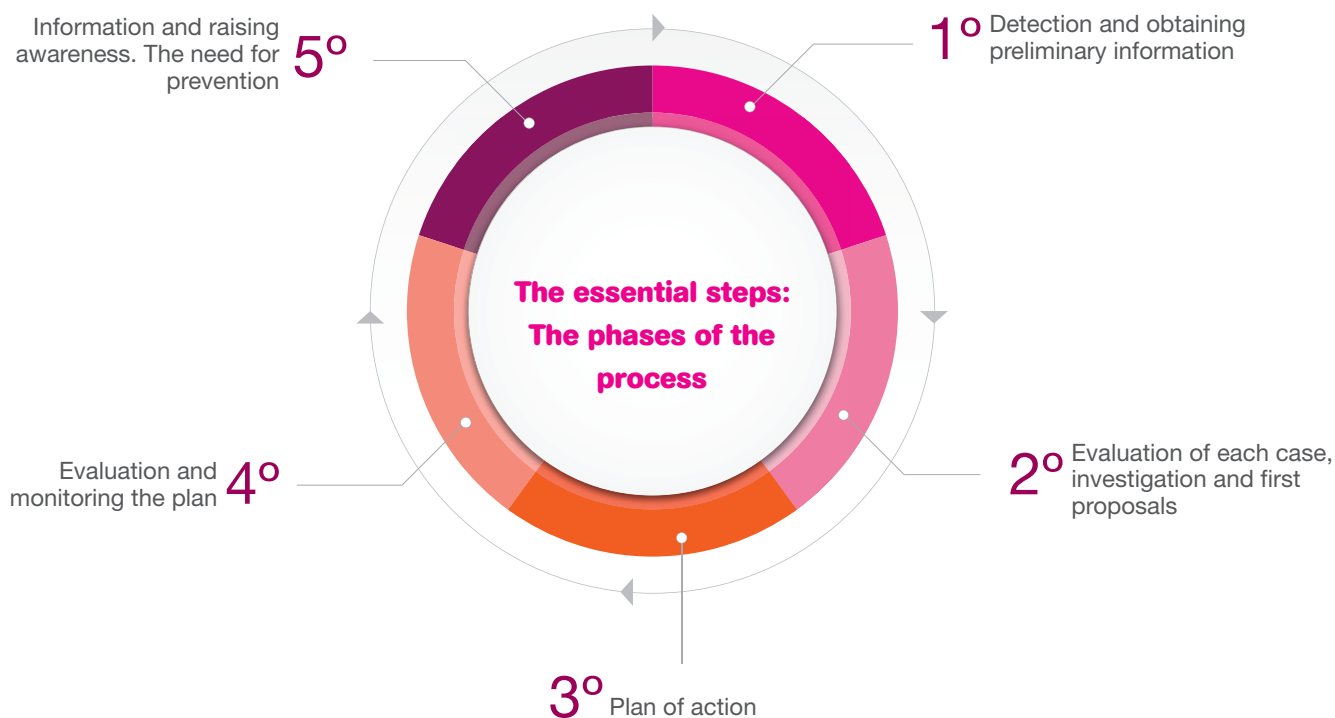
Educational and healthcare centres (with growing frequency) are recipients of concerns and complaints by students' parents and the students themselves. Generally, in specific cases of cyberbullying the school management and their educational psychology and guidance departments perform their actions with sufficient efficiency to stop the bullying and analyse each situation by adopting specific damage reparation and corrective measures.

Response to cyberbullying

Healthcare centres must be aware of school protocols and their specific procedures for tackling cyberbullying, which are adapted to respond rapidly to these types of situation (Luengo, 2014a). All schools must have an action framework for problem situations, in this case related to inappropriate behaviour of students in the use of digital devices. Intervention must be assessed, follow guidelines, measured and properly planned. Detection processes must always be thorough and special care must be taken in analysing and evaluating situations, taking decisions and raising awareness, bearing in mind the events that might have occurred.

In order to ensure that professionals have guidance to respond to any questions from parents or children/adolescents, or to evaluate the risk observed (Luengo, 2014b), healthcare centres must also be aware of specific regulations, derived from the provisions in article 124 (Standards for organisation, operation and dispute resolution) of Organic Law 8/2013, of 9 December, for improving educational quality (Spanish acronym LOMCE), that explicitly specify the preparation of plans for dispute resolution that must include precise actions for responding to situations of conflict between peers; including that of cyberbullying. Notwithstanding other

decisions that may be adopted by parents, these guidelines set out the scope and types of intervention that must always be followed by healthcare staff. These guidelines should also be followed by schools, through the management team, to respond in a planned and guided way to cases that have been detected and/or communicated by any member of the educational community, including of course the parents of the affected student.



1. The essential steps: the phases of the process

The educational centre management team must guarantee an appropriate process of recognition, care, support and listening to the student-victim to provide unconditional safety and care, through the interventions they deem appropriate via the teacher or teachers they designate. 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) stopping the bullying; (2) protecting, caring and supporting the victim; (3) reparation for the harm done, apology and reconciliation; (4) specific action with bullies and (5) raising the awareness of the educational community.

The idea of help, care and specialised response is equally essential for student bullies. Reflection and addressing the perspective of action and enabling responses of appropriate treatment and interaction are required, as well as referral to specialised clinical and healthcare services. In this sense, it is very important that both the bully and the victim are referred to

the paediatrician to evaluate the seriousness of the symptoms and to undertake suitable and coordinated treatment and monitoring.

Response to grooming

Response to situations involving an adult, as in the case of grooming, must follow a substantially different route to that generally proposed for cases of bullying between peers through ICTs. Explicit reference has already been made to the seriousness of these types of behaviour and their consideration in the penal code. Consequently, we are referring to very sensitive information that a patient or their parents or guardians provide to healthcare staff making substantive reference to an offence, of special seriousness against sexual freedom and indemnity. Such a circumstance implies that the action of healthcare staff must be performed with great efficiency in the event of suspicion or evidence of situations of sexual abuse of children.

In summary, we specify a roadmap defined by: (1) preparation of a record of events and detailed exploration, collecting information and suspicion or evidence indicators in the clinical history; (2) giving a copy of the report for the patient; (3) issue of the injury certificate, with copies for the clinical history, court, juvenile prosecutor and State Security Bodies; (4) referral form for care and if applicable, mental health centre, child sexual abuse intervention centre (Spanish acronym CIASI) or other reference service that may be appropriate.

Bibliography

Defensor del Menor en la Comunidad de Madrid (2011). Guía de recursos para centros educativos (Ombudsman for Children in the Community of Madrid. Resource guide for Schools). [Online] Available on: http://www.educacion.navarra.es/portal/digitalAssets/49/49132_20010331.pdf [Accessed on 10 September 2014].

GinGini G, Pozzoli T, (2013). Bullied children and psychosomatic problems: a meta-analysis. *Pediatrics*, 132(4), 720-9.

Inteco (Instituto Nacional de Tecnologías de la Información y la Comunicación - National institute of information and communication technologies) (2012). Guía de actuación contra el ciberacoso para padres y educadores (Guide for Action Against Cyberbullying for parents and educators). [Online]

Available on: <http://www.chaval.es/chavales/recursos/guia-de-actuacion-contr-el-ciberacoso-para-padres-y-educadores> [Accessed on 10 September 2014].

Inteco (Instituto Nacional de Tecnologías de la Información y la Comunicación - National institute of information and communication technologies) (2013). Guía SOS contra el grooming para padres y educadores (SOS Guide against grooming for parents and educators). [Online] Available on: <http://www.chaval.es/chavales/recursos/guia-sos-contr-el-grooming-para-padres-y-educadores> [Accesado el día 10 de septiembre de 2014].

LOMCE (Ley Orgánica para la mejora de la calidad educativa). Ley Orgánica 8/2013, de 9 de diciembre. [En línea]. Disponible en: <http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/lomce.html> [Accessed on 10 September 2014].

LOMCE (Ley Orgánica para la mejora de la calidad educativa - Organic law for improving educational quality). Organic Law 8/2013, of 9 December. [Online] Available on: www.copmadrid.org/webcopm/recursos/CiberbullyingB.pdf [Accessed on 10 September 2014].

Luengo J. A. (2014a). Cyberbullying: Prevenir y Actuar (Cyberbullying: Preventing and Acting). Guía de recursos didácticos para centros educativos (Guide to educational resources for schools). Chapter 6. [Online] Available on: www.copmadrid.org/webcopm/recursos/CiberbullyingB.pdf [Accessed on 9 December 2014].

Luengo J. A. (2014b). Cyberbullying: Prevenir y Actuar (Cyberbullying: Preventing and Acting). Guía de recursos didácticos para centros educativos (Guide to educational resources for schools). See Guía de Valoración con la víctima (Guide for evaluation with the victim), p. 120-122. [Online] Available on: <http://www.pediatriaintegral.es/numeros-anteriores/publicacion-2013-09/acoso-traves-de-internet/> [Accessed on 9 December 2014].

Chapter 8

Treatment

Treatment

(Ruíz Lázaro, P.M)

8.a. Victim of cyberbullying at school

Psycho-education is important in treating a victim of cyberbullying, to explain what has happened in clear and simple words so that the victim can process it better.

When the cyberbullying has stopped, victims must learn little by little to recover their self-esteem (now fragile and brittle) as well as their trust in interpersonal relations before returning to their previous lives. This is a slow and gradual process that largely depends on the time of exposure to bullying and the decline in their confidence and personality. During this process of rebuilding their lives, cyberbullying victims should always be accompanied by a therapist, psychiatrist, psychologist or child psychologist and guided through an empathetic approach to educate, teach and help them cope with stressful situations and at the same time work to reinforce their self-esteem with inner speech. In addition to rehabilitation of social relationships, as well as recovering normal performance in academic tasks, a series of techniques such as: training in coping with stress, cognitive-behavioural therapy and occupational therapy should be sought.

Similarly, treatment may involve the combined use of psychotherapy and psychotropic drugs for treating internalising or externalising disorders, emotional disorders, affective disorders (psychosomatic, insomnia, anxiety, depression) or behavioural disorders (aggression, oppositional defiance) that might have emerged by cyberbullying, in order to reduce the symptoms. Antidepressants (SSRIs such as sertraline, fluoxetine or escitalopram for children and/or adolescents) or anxiety medication (preferably long acting benzodiazepines for a short period of time) may be potentially useful. Dosage should be progressively reduced as they recover control of their lives and their emotions and feelings, returning to lead as normal a life

as possible without adaptive symptoms that disrupt victims and affect their functions.

Intervention through families: identification with models of empathy and democracy, empowerment and overcoming learned helplessness.

Intervention in the school: Sometimes the administrative process is completed but the problem cannot be eradicated or resolved with a change in the student's school.

Social skills training and conflict mediation teams are important. There must be a protocol for detecting cases of cyberbullying, raising the awareness of students and teachers, anonymous surveys, work with families, strengthening emotional intelligence, with circle of time and peer support (Cowie and Jennifer, 2007) and restoration practices (See «7.e. Coordination between the healthcare centre, school and judicial authorities»).

8.b. The cyberbully and cyberbullying

Psycho-education also forms part of the treatment of cyberbullies, to whom the consequences of their actions must be explained in plain words.

Cyberbullying is an act that is performed hidden from adults and that is reinforced by specific situations: the bully or bullies do not have to see the victims' reactions, which inhibits the mechanisms that could induce face-to-face empathy; many Internet users share the false belief that the web guarantees user anonymity so they tend to think that it is unlikely they will be identified. Furthermore, it is very easy to perform: with only a «click», a key press, very little effort and from any place.

These types of situation can initially appear as a prank without evaluating possible consequences. These can have serious consequences for the emotional health and lives of victims to the point where they are forced to change school or even town on several occasions.

Often the bullies are specific to cyberspace, that is, when they are in front of the screen they say and do things that they would not say or do in a face-to-face relationship. The most common ways this is carried out are: sending SMS messages with threats or false rumours, password theft and impersonation for disparaging the victim, pretending to be the victim

and in this way gaining control of their private information or insulting their friends, spreading photographs, the information put in blogs, etc.

Efforts should be made for the perpetrator to assume individual responsibility for cyberbullying (but not the blame) given that it is easy for cyberbullies to feel less guilty or even not be conscious of the consequences. It is necessary to convey the idea that the Internet is not anonymous and that what we do is recorded, that the information posted on the Internet may remain for ever and can be seen by anyone. It also should not be forgotten that insulting or threatening someone, stealing passwords or impersonation can be offences.

You should work on emotional intelligence: understanding (vocabulary) and controlling feelings (writing feelings in a diary, breathing properly, drawing), improving self-motivation (self-control, delaying gratification), learning to manage relationships, feeling empathy. In addition to conflict resolution/mediation and restoration practices: restorative justice, repairing emotional harm suffered and accepting responsibility for repairing the situation. Negotiating the steps for repair. (Cowie and Jennifer, 2007).

Intervention through families is also important: identification with models of empathy and democracy (Díaz-Aguado, 2006).

8.c. Collaborator (passive observer) of cyberbullying

The role played by spectators is fundamental, given that they have the power to intervene, ask an adult to help and try to stop the situation.

You should work on individual responsibility for the act of being a passive observer of cyberbullying, that of obeying the «code of silence», not doing anything or joining in the attacks with their own comments. You should work on emotional intelligence, empathy, as well as conflict resolution/mediation and reparation, giving clear guidelines: not posting photos or videos of others without their consent; not participating in chain messages that are in bad taste; and discussing how not reporting an incident is cowardly and how they should not feel like a snitch.

8.d. Grooming

Psychoeducation: many acts of abuse are related with two other problems: *sexting* and *grooming*. Grooming is defined as the set of strategies so that an adult can gain the trust of a child over the Internet in order to obtain concessions of a sexual nature, which may be intimately related to sexual extortion.

Work on self-esteem, fear, blame, social skills and resilience of the victim are considered the most important interventions. Techniques such as Eye Movement Desensitization and Reprocessing (EMDR) may be useful.

Bibliography

AEDEL (Asociación Española de Evidencias Electrónicas - Spanish Association of Electronic Evidence). Guía azul: Consejos sobre privacidad, defensa contra abusos para menores y conservación de evidencias electrónicas para menores y sus tutores (Blue guide: Advice on privacy, protection against abuse for children and preserving electronic evidence for children and their guardians). [Online] Available on: <http://aedel.es/wp-content/uploads/2011/12/menores1.pdf> [Accessed on 9 December 2014].

Díaz-Aguado MJ (2006) Del acoso escolar a la cooperación en las aulas (From school bullying to cooperation in classrooms). Madrid: Pearson-educación, Prentice-Hall.

Avilés, J. M^a (2006). Bullying. El maltrato entre iguales (Bullying. Abuse between peers). Agresores, víctimas y testigos en la escuela (Bullies, victims and witnesses in school). Salamanca: Amarú.

Avilés, J (2012). M^a. Manual contra el bullying. Guía para el profesorado (Handbook against bullying. Guide for teachers). Lima: Libro Amigo.

Cowie, H. and Jennifer, D. (2007). Managing Violence in Schools. London: Sage Publications.

Defensor del Menor en la Comunidad de Madrid (2011). Guía de recursos para centros educativos (Ombudsman for Children in the Community of Madrid. Resource guide for Schools). [Online] Available on: http://www.educacion.navarra.es/portal/digitalAssets/49/49132_20010331.pdf [Accessed on 10 September 2014].

Emici (Equipo Multidisciplinar de Investigación sobre Ciberbullying - Multidisciplinary team for research into cyberbullying) (2011). Protocolo de Actuación Escolar ante el Ciberbullying (Protocol of School Action Against Cyberbullying). [Online]

Available on:

<http://www.emici.net/prot/Protocolo%20Ciberbullying.html> [Accessed on 9 October 2014]

Spanish National Institute for Communication Technologies (INTECO)(2009). Guía Legal sobre Ciberbullying y Grooming (Legal Guide on Cyberbullying and Grooming). [Online] Available on:

https://www.incibe.es/CERT/guias_estudios/guias/guiaManual_grooming_ciberbullying

[Accessed on 9 December 2014].

Ruiz-Lázaro PM (2009). Pantallas y trastornos de conducta. Aprendizaje y lenguaje en torno a las mismas (Screens and behavioural disorders. Learning and language around them). In: De Torres L, Gabelas JA, eds. Las TIC como aliadas en el ecosistema nutricional del menor (ICTs as allies in the child's nutritional ecosystem). Zaragoza; pages 14-16.

Ruiz-Lázaro PM (2011). Nativos, pantallas y trastornos de conducta, alimentarios: aprendizaje y lenguaje (Natives, screens and behavioural disorders, food: learning and language). In: De Torres L, Gabelas JA, eds. Psiconutrición del menor. Nutrición, psicopedagogía y pantallas sanas (Psycho-nutrition of the child. Nutrition, child psychology and healthy screens). Zaragoza: Mira Editores. pages 51-62.

Chapter 9

Judicial Process

Judicial Process

(Llaneza González, P)

9.a. Evidence

The Spanish judicial system demands that the facts of the case be subjected to a judicial process by providing proof and evidence in order to be considered legally proven, which is what will be taken into account for the subsequent court ruling. Therefore in criminal proceedings in which the accused is assumed innocent until proven otherwise, it is especially important to have obtained sufficient admissible evidence without violating the rights of the accused.

Given the way in which cyberbullying and grooming offences are committed, reliably storing on digital formats events which have taken place in a volatile way is complex. The proof or electronic evidence must be collected with appropriate measures to ensure their integrity (ensuring they have not been altered), authenticity and authorship.

In this sense, it may be necessary to perform an analysis of the child's machine or device to collect:

- logs of electronic communications;
- chat conversations or any other type of electronic messaging, emails, etc.
- traffic data of these communications (technical headers of messages exchanged);
- analyse the spyware installed on the machines which is able to take control of accounts, the camera or the whole machine of the victim.

Also essential are the data kept by the IP operators of the accused, so that they may help to

identify him or her.

Similarly, other means of more classical evidence such as paper copies, declarations of witnesses who know about the events, expert reports, etc., remain valid. The judge will make a decision based on the set of consistent evidence that enables him or her to attribute the abusive behaviour to a specific person, which means that evidence must be obtained to demonstrate that the accused is the perpetrator.

Thus, according to the «AEDEL Blue Guide: Advice on privacy, protection against abuse for children and preserving electronic evidence for children and their guardians», to be reliable, electronic evidence must be based on the following principles:

- authenticity: records have not been artificially generated and the identified author is really the author;
- integrity: that the evidence has not been manipulated;
- completeness: that what is presented is not partial information; and
- that it has been legally obtained.

To achieve this, it is essential to preserve the child's machine or device in the state in which it was found (if it is switched on to keep it connected to the electricity supply but disconnected from the Internet to prevent remote deletion and/or alteration; and if it is switched off, not to switch it on). A complaint should then be filed and equipment (which may be a mobile device) should be made available to the police team for cloning and analysis. It is necessary to obtain a court order in order to request the cyberbully's IP address, and carry out the subsequent entry and search.

9.b. What is the process following an official complaint?

It is important to distinguish the cases in which the accused is a child (the majority of cases of cyberbullying) and those cases in which the accused is an adult.

Proceedings against a child

Proceedings related to children are divided into three phases:

- investigation phase, performed by the juvenile prosecutor
- intermediate phase, before the juvenile judge
- trial phase, held by the juvenile judge.

Furthermore, in cases against minors, it is the prosecutor who has the power to initiate or not the case in question. If this is initiated, it is also the prosecutor who has the task of conducting proceedings, taking statements, gathering evidence, etc.

a) Committal proceedings

The complaint will be received by or sent to the juvenile prosecutor, who must admit or not admit it for processing depending on whether the facts appear to constitute an offence or infraction. If the report is admitted, the prosecutor opens a preliminary investigation phase in which the first investigations are carried out to verify the facts and ascertain those responsible.

The objectives of this phase are to complete the collection of evidence to formalise the charge against the child through written allegations and to ask for a hearing to be held before the juvenile judge to ask for the imposition of one or several measures on the child responsible and, if applicable, compensation to the victim, which the victim's parents are liable for.

If the event is serious, the measures that can be requested and ruled by the judge go from internment in a closed, semi-open or open detention centre, or release under supervision, socio-educational activities or community work, restraining orders and other legal measures.

If after the preliminary proceedings the prosecutor decides to initiate the case, this is done through a decree against which there is no appeal. This decree is sent to the juvenile judge, who opens the corresponding file with the prosecutor, and the court clerk offers the possibility of filing criminal and civil proceedings to those who appear as victims.

If during the committal proceedings, the prosecutor deems it necessary to adopt precautionary

measures (for example the internment of the accused, supervised release, a restraining order, dispute resolution measures with an educational group), they must be requested of the juvenile judge, who will decide whether or not to adopt them.

b) Intermediate phase

After the investigation phase by the prosecutor's office, the prosecutor can propose the following actions to the judge:

- Dismissal of the case for any of the legally provided reasons.
- Opening of the hearing phase, with an indictment and a brief of evidence.

c) Trial phase or hearing

When the hearing phase is opened, the judge grants five days for the accusation and civil plaintiffs to make their case. Furthermore, when applicable, the amount of damages for civil action and the liable parties will be ruled on.

Next, the judge grants another 5 days for the defence of the accused and those with civil liability to answer the charges made and present their evidence.

On the day indicated by the judge, the child is informed of the alleged facts of the case, the measures requested and of the civil liability faced by the corresponding parties. At the end of the hearing, the juvenile judge pronounces sentence.

Proceedings against an adult

These are criminal proceedings (normally summary proceedings) where the perpetrator is normally an adult in cases of grooming.

These proceedings are divided into three phases: committal proceedings, intermediate phase and trial. The first part is performed by the investigating judge, whereas the intermediate phase and the trial phase are held by a judge of the criminal court or the provincial court magistrate, in the case of prison sentences over 9 years.

a) Committal proceedings

The investigating judge can:

- Agree to initiate the pre-trial preliminary proceedings, the summary committal proceedings when offences with prison terms not over nine years are judged.
- The investigation is carried out to verify the existence of the offence and the identity of the perpetrator in addition to defining any precautionary measures necessary to protect the victim and possible future victims as well as to preserve all the sources of evidence for bringing to the oral proceedings.

The victim or their legal representatives (parents, guardian, public administration in case of children without parents) can enter evidence other than that entered by the prosecutor's office and request a more severe penalty or higher compensation than those claimed by the prosecutor's office.

Regarding precautionary measures that may be adopted in this investigation phase, the condition of the victim as a child must not be forgotten it is important to bear in mind that the victim is a minor and that this may lead to the investigating judge to rule immediately. These measures include an evaluation of the child and of their situation by the judge with the essential support of child support teams, psychologists, etc.

b) Intermediate phase

If it is considered that a crime has been committed, the conclusion of the preliminary proceedings will be agreed by judicial decree followed by the initiation of criminal summary proceedings.

Subsequently, the preliminary proceedings will be sent to the prosecutor's office and the accused so that in ten days they may request the trial to commence, having formulated the written indictment, ruling to dismiss the case or starting supplementary proceedings.

c) Trial

Following the presentation of the charges and the request of the prosecutor's office or private

prosecution for a hearing, the judge will agree and the defendant will be sent the corresponding proceedings and has a period of ten days in which to file an answer to the complaint and to enter into evidence any proof considered necessary for the trial.

These proceedings will be sent to the criminal court so that when the evidence has been examined, it may admit into evidence what is considered relevant and reject the rest.

In view of this ruling, the court clerk will set the day and time on which the hearing will commence, in which the evidence will be presented, the definitive conclusions formulated and sentence be passed.

Measures for protecting the child

- Ensure the child is completely physically separate from the perpetrator (both in police and court premises).
- Efforts will be made to avoid the child appearing before the court repeatedly.
- Statements made by the child will be taken in suitable places, different from the usual areas and especially courtrooms.
- Technical elements may be used such as closed-circuit television, video conferencing and other similar measures.
- Questions to the child will be reformulated by the judge so that they are adapted to the level of understanding of the child and will never be intimidating or coercive.

9.c. Offences and penalties

Firstly, it should be taken into account that children can be tried in criminal court from the age of 14; younger children cannot face criminal charges. Furthermore, in cyberbullying, attention must be paid to that indicated in article 5 of Organic Law 5/2000, of 12 January, regulating the criminal responsibility of children:

Cyberbullying

The closest criminal offence type is found under article 197 of the Penal Code, penalizing the use and spread of information contained on computer, electronic or digital media and by technological means, as well as the publication of videos and photos.

For the act to be considered a crime, the perpetrator of cyberbullying must be between 14 and 18 years of age at the time the events occur. After 18 years of age, they can be tried as an adult.

Other crimes that could be associated are those of sexual exhibitionism and provocation under articles nos. 185 and 186 of the Penal Code, as well as that of computer hacking under article 197.3 CP in those cases in which the perpetrator has taken control of a child's computer into order to intimidate them, inserted a Trojan virus to obtain a list of their contacts to later threaten to publish illegitimately obtained photos of videos to that list.

Depending on the content, the publications may also constitute the offence of the use of insulting, offensive or abusive language under articles 208 and 209 CP. Finally, if damage has been caused to the equipment or its use prevented, there may also be the offence of damage to computer systems under article 264.2 CP.

The penalties for these offences can be found in chapter «13. Appendix II: Related legislation».

Grooming

The criminal offence type nearest to grooming is found under article 183 bis of the Penal Code. This article considers as victim a child of under 13 years of age and requires concurrent «acts leading to befriending».

The last paragraph of the criminal offence type includes aggravation if befriending is obtained through coercion, intimidation or deception.

The penalties set forth in article 183 bis of the Penal Code are of one to three years in prison or a daily fine of from twelve to twenty-four months. The option for a custodial sentence or fine depends on the seriousness of the offence and the culpability of the author.

Furthermore, there may be extenuating circumstances such as pretrial reparation of damages to the victim, undue delay in the criminal proceedings or aggravating circumstances such as recidivism.

In any case, it is important to take into account that if a custodial sentence not exceeding two years is imposed when the convicted person has no criminal record and pays the compensation that is agreed, they may obtain a conditional suspension of the sentence. Even when these requirements are not met, in appropriate circumstances it is possible for the convicted person to have the custodial sentence replaced by a fine, house arrest or community work, therefore avoiding prison in any of these cases.

Chapter 10

Prevention

Prevention

(Paniagua Repetto, H)

The consequences of cyberbullying to children justify the active participation of healthcare staff in preventing it. Doctors in general and paediatricians in particular, together with nursing staff, can play an important role in early prevention and diagnosis of cyberbullying. These staff are in a privileged position in their different levels of action to achieve this (O’Keeffe, 2011; Strasburger, 2012). On the one hand they can actively perform primary prevention and encourage families to take this forward; on the other hand, they can detect it early and act accordingly and if they find a case of consolidated bullying, recommend actions to minimise the harm.

In addition to individual actions to prevent and detect cyberbullying, these staff can intervene by raising society’s awareness of its existence, promoting preventative activities and collaborating with teachers in primary prevention.

Healthcare staff, as well as parents and teachers, must try to increase their knowledge of information and communication technologies (ICT), reducing the digital divide that separates them from the new generations, the so-called «digital natives». It is important to gain hands on experience to evaluate the positive and negative aspects of these technologies and the use children make of them in order to prevent risks and detect the any damage that they may cause (Donnerstein, 2012).

10.a. Primary prevention

Primary prevention of cyberbullying is aimed at preventing its appearance. Healthcare staff will focus their activities on the family and children and adolescents, in addition to collaborating

with the those actions carried out by the education and teaching professionals.

There are multiple opportunities, either in regular health checks or spontaneously taking advantage of other reasons for consultation, in which they can give guidelines to parents on appropriate, responsible and safe use of ICTs by children (Salmerón, 2013). Advice should be given on gradual introduction of children and to the digital world and appropriate ages, conveying the need for dialogue and planning in the use of ICTs (Council on Communications and Media , 2011). Thus children can learn to live with this technology under parental supervision, getting to know the risk that accompanies such use, their rights to privacy and being educated in the values of respect towards others (Donnerstein 2012; Guide for Action Against Cyberbullying, 2012).

At school ages, preventative activities of healthcare staff during scheduled health checks or requests for treatment are also aimed directly at the child or adolescent to indicate guidelines for safe and responsible use of ICT and to alert them to the risks.

Recommendations to families:

- parents need to be familiar with the new ICTs, specifically those used by their children
- families must dialogue with their children on the use of ICT, encouraging and planning responsible and supervised use according to their ages
- parents should explain to their children the risks of the web and the ways of exercising their rights to privacy and offer them help and support when faced with attitudes and behaviour that seeking infringe on these.
- appropriate coherence between real and virtual life should be encouraged, teaching children to manage their emotions in these spaces

Information to children:

- recommend responsible and safe use of ICT and being aware of the risks entailed
- children should know about their right to privacy: to exercise it they should be advised against posting personal data on the web and sending information or images that might

compromise it. They should take precautions against contacting strangers on the web and avoid meetings with them

- when faced with insults, threats or information on the web that they consider inappropriate about themselves, they should not respond but keep the evidence as proof of what has happened
- they should be aware that if they feel bullied, they can always count on support and should tell a responsible adult, either a family member, teacher or healthcare professional
- inappropriate use of ICT, including cyberbullying, implies personal responsibilities

10.b. Secondary prevention

The aim of secondary prevention is the early detection of those children and adolescents who may be suffering from or performing cyberbullying or who are mere spectators or collaborators in it.

Parents should be on the look out for changes in behaviour, habits or mood in their children; these signs should lead the healthcare professional to suspect that a child is being subjected to cyberbullying. It is also possible that healthcare staff detect symptoms or signs of psychosomatic pathology and actively investigate if this is due to cyberbullying. Other situations to be on the look out for are undesirable behaviour toward family or educational authority, unusual responses to frustration or inappropriate use of ICT, which might lead to a diagnosis of cyberbullying (Donnerstein, 2012; Protocol of School Action Against Cyberbullying, 2011; Guide for Action Against Cyberbullying, 2012).

A child who shows themselves indifferent to cyberbullying, who expresses reticence at reporting it or believes that it is inevitable and nothing can be done to stop it should raise suspicions that they are a spectator to cyberbullying. Collaboration with cyberbullying should be investigated asking if the child has forwarded harmful information towards others or made comments on the web (Avilés 2003; Muñoz, 2013).

When the symptoms that would suggest a diagnosis of cyberbullying (for more detail see chapter «6. Detection of cyberbullying»), are identified, suitable measures should be

implemented together with the family and school with the aim of stopping it immediately and so preventing its consolidation (as referred to in chapter «7.e. Coordination between the healthcare center, school and judicial authorities»).

10.c. Tertiary prevention

Tertiary prevention is intervention in already consolidated violent situations with the aim of offering assistance to those involved, advising them and minimise the harm, as well as to controlling the bullies. When cyberbullying is detected, actions must be coordinated with the family and school, and the need to refer the matter to social services or child and adolescent mental health services evaluated. It could also be recommended to ask for the removal of defamatory information from freely accessible web sites if they are considered serious. An attempt should be made to prevent cyberbullying from entering into the judicial sphere, such escalation being reserved for the cases that are most serious due to their intensity, power imbalance, duration and effects on the victim or in cases of grooming. Dialogue and negotiation, if those involved are willing a solution to the conflict can be reached through mediation and conciliation including, if applicable, reparation and compensation for the damage caused. (Garaigordobil, 2011; Muñoz, 2013; Bartrina, 2014; Legal Guide on Cyberbullying and Grooming, 2009).

Bibliography

Avilés Martínez JM., (2003). Bullying. Intimidación y maltrato entre el alumnado (Bullying. Intimidation and abuse between students). Bilbao, Stee-Elias.

Bartrina Andrés MJ., (2004). Conductas de ciberacoso en niños y adolescentes. Hacia una salida con la educación y la conciencia social (Cyberbullying behaviour in children and adolescents. There is a way out with education and social awareness). In *Educar* 2014. Vol. 50/2, pp 383-400.

Council on Communications and Media. American Academy of Pediatrics. (2011). Media use by children younger than 2 years. In *Pediatrics*. Nov 128 (5), pp 1040-5.

Del Rey R, Flores J, Garmendia M, Ortega R, Tejerina O., (2011). Protocolo de actuación escolar ante

el ciberbullying (Protocol of School Action Against Cyberbullying). Bilbao: Eusko Jaurlaritza/Gobierno Vasco.

Donnerstein E., (2012). Internet Bullying. In *Pediatric Clinic of North America*, 59, pp 623-33.

Garaigordobil, M. (2011). Prevalencias y consecuencias del ciberbullying: una revisión (Prevalence and consequences of cyberbullying: a review). In *Revista Internacional de Psicología y Terapia Psicológica*. 11, 2, pp 233-54.

Inteco (Instituto Nacional de Tecnologías de Comunicación - National Institute of Communication Technologies) (2009). Guía legal sobre ciberbullying y grooming (Legal Guide on Cyberbullying and Grooming). [Online] Available on:

https://www.incibe.es/CERT/guias_estudios/guias/guiaManual_groming_ciberbullying [Accessed on 12 July 2014].

Inteco (Instituto Nacional de Tecnologías de Comunicación - National Institute of Communication Technologies) (2012). Guía de actuación contra el ciberacoso Padres y educadores (SOS Guide against grooming: Parents and educators). [Online] Available on: <http://www.chaval.es/chavales/recursos/guia-deactuacion-contral-el-ciberacoso-para-padres-y-educadores> [Accessed on 9 July 2014]

O’Keeffe GS, Clarke-Pearson K and Council on Communications and Media., (2011). The impact of social media on children, adolescents and families. In *Pediatrics*. Apr 127 (4), pp 800-4.

Muñoz Prieto MM; Fragueiro Barreiro MS.,(2013). Sobre el maltrato entre iguales. Algunas propuestas de intervención (On abuse between peers. Some proposals for intervention). In *Escuela abierta*. 16, pp 35-49.

Salmerón Ruiz M.A, Campillo and López F, Casas Rivero J, (2013). Acoso a través de Internet (Bullying over the Internet). In *Pediatría Integral*. XVII (7), pp 529-33.

Strasburger VC, Jordan AB, Donnerstein E., (2012). Children, adolescent and the media: health effects. In *Pediatric Clinic of North América*, Volume 59, Number 3, pp 533-87.

Chapter 11

Conclusions

Conclusions

(Salmerón Ruíz, M.A; Eddy Ives, L.S)

ICTs are already part of our daily lives; therefore children must be taught to use them correctly. It is the parents and professionals' responsibility to protect children against possible inappropriate uses and/or abuses. Healthcare professionals need to be trained and to have the tools to understand the complexity of ICTs and to know how to identify cases of cyberbullying at school, grooming and sexting. The biggest risk for the child is suicide and serious depression; so cyberbullying is considered a public health problem. Children's suffering may be manifested in many ways, from presenting psychosomatic symptoms (with paediatricians often being the first professionals consulted) to suffering anxiety, depression, externalising behaviours, etc. The consequences for the victims, and also for the bullies, can include effects to their normal psychological development, leaving both short and long term secondary effects. It is necessary to know how to help both victims and bullies. Healthcare professionals must be in contact with education staff to coordinate reactions to any situations of cyberbullying or sexting between students; and in the case of grooming, in which an adult is the aggressor, it is necessary to be aware of the legal process to be followed. Finally, parents, teachers and healthcare professionals must bear in mind the importance of prevention which can avoid a great deal of suffering.

Given that we are facing a very recent phenomena, in which the majority of healthcare professionals are not well informed, one of the main challenges is the need to raise awareness and train healthcare professionals in this field.

ICTs should be included in university study plans and in specific training plans (MIR, PIR, EIR) for nurses, doctors, dentists and psychologists so that future generations of professionals are aware and know how to act. Holding courses and multidisciplinary sessions, inclusion of this subject in medical books and the importance of promoting medical research are some of the

important aspects still not addressed in the healthcare environment in Spain and are therefore a priority.

Chapter 12

Appendix I: Tools for review

Appendix I: Tools for review

(Ransán Blanco, M)

Below, we present a series of useful resources for healthcare professionals in their relationship with children, the family and the school:

12.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 dedicate time and effort to understanding the relationship between children and new technologies. If children perceive lack of knowledge of the medium by their parents, they will not take those 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 concerned about being 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, think 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 be connected. 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 accesses; 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 Security Office Updating 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://navigaseguro.orange.es/>

12.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://navigaseguro.orange.es/>

12.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

12.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>

12.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 contrololo: <http://www.yocontrololo.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

12.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 the 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

12.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?

12.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

Chapter 13

Appendix II: Related legislation

Appendix II: Related legislation

(Llaneza González, P)

Article 24.2 of the Spanish Constitution of 1978:

«Thus, everyone is entitled to an ordinary judge, predetermined by Law, to defence and assistance of legal council, to being informed of the accusation formulated against them, to a public process without undue delay and with all guarantees, to using relevant evidence for their defence, to not incriminating themselves, to not confessing themselves guilty and to the presumption of innocence. The Law regulates cases in which, for reason of family relationship or professional secrecy, a person will not be obliged to testify on alleged crimes».

Article 5 of Organic Law 5/2000, of 12 January, regulating the criminal liability of children:

«1. Children will be responsible under this Law when they have committed acts referred to in article 1 and meet none of the exemption or extinction of criminal responsibility clauses that are currently in the Penal Code.

2. Notwithstanding the above, minors who meet the circumstances laid down in numbers 1, 2 and 3 of article 20 of the current Penal Code will be liable to receive the therapeutic measures referred to in article 7.1, letters d) and e), of the present Law.

3. The ages indicated in the articles of this Law must be understood as referring to the time of commission of the offence. The fact that the defendant has exceeded that age before the start of the proceedings or during the process has no relevance on the competence attributed

by this Law on the Judges and Juvenile prosecutors.»

Cyberbullying

Article 197 of the Penal Code

1. Anyone who, to discover secrets or violate the privacy of another, without consent, takes possession of papers, letters, email messages or any other documents or personal effects or intercepts telecommunications or uses technical artifices for listening, transmitting, recording or reproducing the sound or image or any other communication signal, shall be punished with the penalties of prison from one to four years and a fine of from twelve to twenty-four months.

2. The same penalties shall be imposed when, without authorisation, a person takes possession, uses or modifies, to harm another, certain data of a personal or family nature of another that is recorded on files or computer, electronic or telematic media, or in other type of file of public or private record. The same penalties will be imposed on anyone who, without authorisation, accesses by any media the records listed above and who changes them or uses them to harm the owner of the data or of a third party.

3. Anyone who by any means of process and violating safety measures established to prevent them, accesses without authorisation to computer data or programs contained in a computer system or part thereof or that is held within it against the wish of those who have a legitimate right to prevent it, shall be punished with the penalty of prison of six months to two years.

When in accordance with the provisions of article 31 bis, a legal entity is responsible for the offences covered by this article, a penalty of a fine of six months to two years will be imposed. Referring to the rules established in article 66 bis, judges and courts may also impose the penalties contained in letters b) to g) of section 7 of article 33.

4. A penalty of prison for two to five years shall be imposed if data or discovered facts or captured images are disseminated, revealed or transferred to third parties, referred to in the numbers listed above.

The punishment will be the penalty of prison for one to three years and a fine of twelve to twenty-four months for anyone who, with knowledge of its illicit origin and without having taken part in its uncovering, performs the acts described in the previous paragraph.

5. If the acts described in sections 1 and 2 of this article are performed by the persons responsible for the files, computer, electronic or telematic media, archives or records, a penalty of prison of three to five years shall be imposed, and if the reserved data are disseminated, transferred or revealed, a penalty in the upper half of this range shall be imposed.

6. Similarly, when the acts described in the previous sections affect personal data that reveal the ideology, religion, beliefs, health, racial origin or sexual life, or the victim be a child or disabled person, the penalties in the upper half of the range shall be imposed.

7. If the acts are performed for profit, the respective penalties that shall be imposed will be in the upper half of the range given sections 1 to 4 of this article. If in addition the data of those mentioned in the previous section are affected, the penalty to be imposed will be prison of four to seven years.

8. If the acts described in the previous section are committed within a criminal organisation or group, higher degree penalties shall be respectively imposed.

Article 185 of the Penal Code

Anyone who executes or makes another person execute acts of obscene exhibitionism before children or disabled people shall be punished with a penalty of prison of six months to one year or a fine of 12 to 24 months.

Article 186 of the Penal Code

Anyone who, by any direct means, sells, disseminates or exhibits pornographic material to children or the disabled, shall be punished with a penalty of prison of six months to one year or a fine of 12 to 24 months.

Article 208 of the Penal Code

An insult is the action or expression that harms the dignity of another person, undermining their reputation or violating their self-esteem.

Insults will only be considered offences that, by their nature, effects and circumstances, are considered as serious in public estimation.

Insults that consist of allegation of acts not considered serious, except when carried out with knowledge of their falsehood or reckless disregard for the truth.

Article 209 of the Penal Code

Serious insults made with publicity shall be punished with the penalty of a fine of six to fourteen months and, otherwise, with a fine of three to seven months.

Article 264 of the Penal Code

2. Anyone who, by any means, without authorisation and seriously obstructs or interrupts the operation of another's computer system, entering, transmitting, harming, deleting, deteriorating, altering, suppressing or making inaccessible computer data, when the result caused is serious, shall be punished with the penalty of prison of six months to three years.

Grooming

Article 183 bis of the Penal Code

Anyone who, over the Internet, telephone or any other information and communication technology, contacts a child under thirteen years of age and proposes to arrange a meeting in order to commit any of the offences described in articles 178 to 183 and 189, provided that such proposal be accompanied by material acts leading to befriending, shall be punished with the penalty of one to three years of prison or a fine of twelve to twenty-four months, notwithstanding the penalties corresponding to the other offences that may be committed. The penalties shall be imposed in the upper half of the range when the befriending is achieved by coercion, intimidation or deception.

