GUIDELINES FOR PARENTS

INTELLECTUAL OUTPUT 4 OF THE FACE PROJECT

Credits

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Executive Summary

The phenomenon of cyberbullying amongst adolescents and children is becoming widespread, and yet, parents and teachers lack the knowledge and tools on how to handle the situation. The Erasmus+ funded project Fighting Against Cyberbullying and Exclusion (FACE) has developed guidelines and innovative methodologies, combining multi-disciplinary artistic approaches to tackle this important issue. This handbook, "Combatting Cyber Bullying Among Children: Guidelines for Parents" endeavours to help parents cope with the problem. The handbook provides parents with guidelines and advice on how to guide their children on the use of social media and the internet to prevent cyberbullying. The content of the handbook is based on the experience and the expertise of the project partners coming from France, Morocco, Belgium, Spain, Czech Republic, Malta, Italy, Germany and Denmark. Chapters 1-3 give parents general information about cyberbullying, relevant legislation, preventive measures and good online behaviour, while Chapters 4-8 provide specific examples, guidelines and advice on how to deal with young people who have been offended online or have offended others. The handbook also gives advice regarding children's online activities and recommends how to act as a parent. Lastly, there is a list of contact information on associations, organisations and NGOs raising awareness or working directly with young people in cyberbullying situations as well as links for more information

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Introduction

With digitalization, the world has encountered a new problematic phenomenon, cyberbullying. In line with communication taking place on various social media platforms, bullying has also become a problem in the online world. While the phenomenon also affects adults, it occurs at an alarming rate among children and young people[1].

The latest numbers on cyberbullying in the EU:

	EU Kids Online	Net Children Go Mobile
Year of reference	Spring – Summer 2010	Winter 2013 – Spring 2014
Sample of children	25,142	3,500
Percentage of affected children	6%	12%
Age of children	9-16	9-16
Number of countries covered by the study	25	7
ICT channels covered by the study	All forms of internet and mobile technologies	Laptop, mobile phone, smart phones, Tablet, e-book readers, other handheld devices

"Cyberbullying among young people", European Parliament, 2016

The table above is from the report on cyberbullying in the EU made by the European Parliament in 2016. This table shows that 6% of the children from a study in 2010 were cyberbullied, while the study from 2014 shows that 12% were cyberbullied. Because of the constant development of technology, cyberbullying is difficult to handle. Many studies on the subject has been made, but since technologies and children's way of interacting keeps changing, they are quickly outdated[2]. Nothing indicates that this continuing development is going to stop in the near future, and therefore, parents will have to talk to their children about how to behave online if they want to prevent their child from being a bully, a victim or a bystander to cyberbullying.

The aim of this handbook is to support parents in preventing and tackling cyberbullying. The handbook provides parents with information and advice about the phenomenon elaborating on how to prevent children from being involved in cyberbullying, as well as how to tackle the situation in case it happens.

1. https://epthinktank.eu/2018/10/28/victims-of-cyberbullying-what-europe-does-for-you/
2. http://exbus.dk/fileadmin/www.exbus.dk/publikationer/subsites_exbus_20091022101625_cyberbullying---a-state-of-the-art.pdf

Cyberbullying

As cyberbullying is a new phenomenon that keeps changing alongside the constant development of technology, there is no comprehensive and definitive definition of "cyberbullying" yet. There are many different definitions of cyberbullying today, but common to all of them is the use of digital technology
to cause intentional harm to others. The FACE project defines cyberbullying as follows:

"Cyberbullying is a form of bullying perpetrated online, via: social media, direct/instant messaging, email, video/photos, web sites or through other digital methods. Bullying is an umbrella term that describes any activities perpetrated against a person or a group of people that causes them serious emotional, psychological, physical or other harm. The relationship between the victim(s) of bullying and the perpetrator(s) is characterized by a real or perceived power imbalance. The term cyberbullying is used in situations involving minors; if an adult is involved, the terms 'cyber-harassment' or 'cyberstalking' are more accurate. Within the scope of the FACE project, we will be tackling cyberbullying specifically."

1.1. The different types of cyberbullying

Cyberbullying is bullying that happens across the physical and the digital space via digital devices like cell phones, computers and tablets. Harmful messages, for example, can be shared quickly and be seen by many. It is difficult to find out who is behind the message and cyberbullying is often invisible to adults. Cyberbullying thus can seem worse, since the victim does not get any peace. This also makes
it difficult to ask for help.

Cyberbullying can take various forms such as: insults, threats, gossips, social exclusion, stalking or identity theft. It can also be harassment via messages, and is often experienced in the form of threats or hate messages meant to terrorize a person. Cyberbullying also includes fake profiles and hate pages. Fake profiles give the bully anonymity, so it is easy for him/her to cheat on or make fun of people, or use the profile to impersonate another person without their consent. The bully abuses the victims' information and pictures, often, to make the victim look bad.

Hate pages are websites or group pages on social media, e.g. a page on Facebook. Its users meet for the sole purpose of hating, trashing and sharing bad experiences about a certain person.

Social exclusion is another type of cyberbullying. Many children and adolescents experience being excluded from texts, social media, online games and group pages or group messaging. In hate groups or in groups where people badmouth their peers, some members genuinely do not want to take part in the harassment, but because of the risk of exclusion, they participate.

They fear being excluded from the group and fear that they are going to be trash talked themselves. With Facebook's "like" button, new ways of exclusion have come to life. For young children, a "like" can be perceived as a daily mirror that shows if you are good enough. Alternatively, they may feel excluded by not getting likes or positive comments on their pictures or content. Since "likes" have become such a big part of young children's social life, the deliberate action of not liking someone's photos can also be perceived as bullying and can be very hurtful.

Illegal sharing of pictures, videos and personal information is also a part of digital bullying. The bully can share private information or pictures that can be humiliating or embarrassing for the victim: e.g., a photo of a tired or inattentive person who is not aware that the picture is taken and then posted to make fun of the victim. "Revenge porn" is another example. The term refers to the act of publishing an intimate picture or video without the consent of the owner. In these situations, it is often an ex-boyfriend or — girlfriend that have access to such a picture from a private context. When the relationship ends, he/she chooses to publish the picture in order to hurt their ex-partner. Lastly, some people also experience "sextortion" - blackmail with sexual or intimate pictures/videos of a person. The victim will have to pay an amount of money or send more pictures that are intimate in order to avoid that the person publishes the pictures to the victim's family or friends.

Although cyberbullying may be carried out in different ways, the effects of this kind of behaviour are the same for all victims: psychological maladjustment, social isolation and feelings of being unsafe. In extreme situations, cyberbullying has led to the victim's suicide or attempted suicide.

1.2. The role of parents

Parents have an important role as guides and role models in the social life of their children. They can help prevent bullying by building and supporting solidarity among children and, at the same time, help their children look after each other. They should encourage their children to be brave enough to say "no" when they are witnessing exclusion and bullying. It is necessary for parents to make themselves acquainted with the digital universe of their children although it may seem complicated. Just as parents tell their children how to behave in the real world, they should also guide them in relation to the digital world. Therefore, they should take responsibility for solving conflicts, which take place online and on social media. Bullying is a problem that affects the child, but it is the parent's responsibility to stop it.

Legislation

This section introduces legislation on cyberbullying in the countries of the project partners. As a parent, it is important to know the legislation in your country whether you are going to use it or not. It will strengthen your options in case your child are having problems on online media and guide you in difficult situations.

2.1. Belgium

There is legislation in Belgium that either directly or indirectly relates to bullying and cyberbullying. It must be noted that the term 'cyberbullying' is not included in Belgian legislation. However, there are laws in place related to cyberbullying behaviour, such as "stalking" (Article 422), "causing damage using electronic communications" (Article 145, § 3b of the law of 13 June 2005 with regard to electronic communication), "hacking" (Article 550) and "informatica fraud" (Article 210). These various pieces of legislation can be used to combat cyberbullying using the law.[3]

In relation to the national situation in Belgium, 'harassment by electronic communication means' is criminalized. However, different elements must be present in order for this to be applicable.
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- First, the harassment must be done by electronic means (This includes the Internet and social networking sites);
- Second, the perpetrator must have the intention to harass; and
- Third, the harassment must be done against a person.

The Criminal Code also contains a number of provisions that may be applicable to bullying in social networks. Article 422 of the Criminal Code may be applied to bullying. This article punishes persons who menace an individual, while having known or should have known that through their behaviour, they would disturb the peace of that individual.

While a number of existing legislative provisions can be applicable to cases of cyberbullying on social networking sites in Belgium, most are formulated in a technology-neutral manner, which implies that they may be applied in a social networking environment.

3. Lievens E (2012) Bullying and sexting in socialnetworks: Protecting minors from criminal acts or empowering minors to copewith risky behaviour? International Journal of Law, Crime and Justice.

There are some specific legislation that differentiates minors from adults, which is also applicable to legislation related to bullying and cyberbullying. Specifically:

The Youth Protection Act of 1965 states that minors cannot be put on a par with adults with regard to the degree of liability and the consequences of their actions (Preamble, para. 4). However, if a minor commits an 'act that is described as a crime' they should be made aware of the consequences of that
offence. As a result, the Youth Protection Act does impose, instead of the punishments of the Criminal Code, other measures, including supervision, education, disciplinary measures, guidance, advice or support. Different measures will be imposed before and after the age of 12 years (article 37). If possible, the judge may give preference to victim offender mediation (article 37).

2.2. Czech Republic

In Czech Republic, there is no legislation regarding cyberbullying, only bullying. Legally, the term "bullying" is used as a synonym for "an intentional action directed against another that attacks its dignity". When this act is done intentionally the following conditions must be met :[4]
- the offender has acted in a manner consistent with the particular offense as defined in the Criminal Code;
- the intention of the perpetrator to do so and the degree of social danger must be demonstrated; and
- his/her actions reach the intensity specified in the law.

Therefore, in the case of crimes involving bullying, the deed will be considered a crime with regards to similar acts. Bullying is most often punished under the provisions of the Criminal Code as:
- the crime of restricting personal freedom
- the crime of extortion
- the crime of intimidating
- a robbery offence
- offence of bodily harm
- crime of harming another's property
- rape or sexual offence

4. https://business.center.cz/business/pravo/zakony/trestni-zakonik/

2.3. Denmark

In the absence of a specific criminal offence for cyberbullying, the Danish Criminal Code [5] addresses the phenomenon within the legal framework of other offences related to online media: defamation and invasion of privacy, privacy of correspondence, discrimination, child pornography, threats and violence.[6]

Defamation and invasion of privacy:
It is a criminal act to access another person's private information, take offensive pictures of another person in private circumstances, speak offensively about another person or spread allegations likely to disparage another person. It is not legal to log on another person's online profile and distribute personal information whether it is true or not. The Criminal Code states that the act is punished with a fine or imprisonment for up to 6 months (art. 264a + 267).

Privacy of correspondence:
The article of the Criminal Code related to one's privacy (art. 263) originally targeted people gaining access to personal information in letters or private belongings; but with today's technology, it also relates to the abuse of other people's personal e-mail or profile passwords. The act is punishable with a fine or imprisonment for up to 1 ½ year.

Discrimination:
The Penal Code's art. 266 b states that discrimination is a criminal offence. Everyone is entitled to be treated with dignity no matter the skin color, nationality or ethnic origin, religion and sexual orientation. The act is punishable with imprisonment for up to two years.

Child pornography (Distribution and publication of nude pictures):
Pornographic pictures and videos of one or various people under the age of 18 are considered child pornography and are illegal. The Danish Penal Code punishes both people who are filming/taking sexual pictures of people under the age of 18, as well as those people who possess, sell or in any way disseminate the pictures. This act is punished with a fine or imprisonment for 2 years. Under aggravating circumstances, the punishment can be imprisonment for up to 6 years (art. 230).

5. https://www.legislationline.org/documents/section/criminal-codes/country/34/Denmark/show
6. https://redbarnet.dk/skole/sikkerchat/fagpersoner/lovgivning/

Threats:

Serious threats can be punished with imprisonment for up to two years (art. 266). It does not matter whether the person intends to carry out the threat or not. Unfortunately, it is very common for young people to make both verbal and written threats when they are online. This makes it difficult to determine when it is a real threat, especially since the dialogue takes place online and the facial expressions are absent.

Violence:

While there is no physical violence on the internet, this can still play a big role in the act of cyberbullying. Social media make it possible for perpetrators to contact friends in the context of a confrontation, which can escalate the conflict severely. Sometimes, violent incidents are photographed/filmed and displayed on social media. In severe cases such as a video of a rape, the act of the perpetrators will be convicted according to the Penal Code's regulations on violence. The act is punished with a fine or imprisonment for up to 6 years (art. 244-246).

2.4. France

Cyberbullying was recognized as a crime in August 2014 (Law 2014-873) [7]. The attribution to this action of the qualifier "offense" allowed it to follow the legal regime applicable to this type of offense. Thus, victims can defend themselves much more effectively than before and complaints are handled more quickly by the competent police and gendarmerie services which now have all the necessary tools to carry out their investigations.

This law created the definition of article 222-33-2-2 of the French Penal Code [8], which says: "The harassment of a person by repeated speech or behaviour which has as its object or effect a deterioration of his living conditions resulting in an impairment of his physical or mental health shall be punishable by one year's imprisonment and a 15,000 € fine where these facts caused a total incapacity for work less than or equal to eight days or caused no incapacity for work.

7. https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000029330832&categorieLien=id
8. https://www.legifrance.gouv.fr/affichCodeArticle.do?
idArticle=LEGIARTI000037289658&cidTexte=LEGITEXT000006070719&dateTexte=20180806

The facts mentioned in the first paragraph are punishable by two years' imprisonment and a fine of € 30,000:

- When they caused a total incapacity for work exceeding eight days;
- When they were committed on a minor of fifteen years;
- When they have been committed against a person whose particular vulnerability, due to age, illness, infirmity, physical or mental disability or pregnancy, is apparent or known to the perpetrator;
- When they have been committed through the use of a public online communication service.

The facts mentioned in the first paragraph are punishable by three years' imprisonment and a fine of € 45,000 when they are committed in two of the circumstances mentioned in points 1 to 4.The deterioration of the living conditions of the victim mentioned in the article results in a deterioration of the physical or mental health of the harassed person (anxiety, stomach ache...). Furthermore, in the law n°2018-703[9] of August 3, 2018 -- reinforcing the fight against sexual and sexist violence -- there are elements that refer to the specific online forms of violence

2.5. Germany

In Germany, there are no direct laws concerning cyberbullying. However, there are several laws that can be used to combat cyberbullying[10]. For better understanding, the following articles from the German Criminal Law will be reworded and simplified.

§ 185 Criminal Code: Insults
Insulting another person is punishable by imprisonment for up to one year or by a fine. If the insult is committed by means of assault, it is punishable by imprisonment for up to two years or by a fine. Insults are manifestations of disrespect or disrespect of a person. They can be verbal, written, figurative and/or gestural.

§ 186 Criminal Code: Defamation
Anyone who comes with defamatory statements about another person can be punished. If this fact is not demonstrably true, it can be punished by imprisonment for up to one year or by a fine; and if the act is committed publicly or by the dissemination of writings (§ 11 para. 3), by imprisonment for up to two years or by a fine.

9. https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000037284450&categorieLien=id
10. https://www.klicksafe.de/themen/kommunizieren/cyber-mobbing/was-sagt-das-gesetz/

§ 187 Criminal Code: Slander

Anyone who asserts or disseminates an untrue fact to another person shall be punished with imprisonment for up to two years or with a fine and, if the offence is committed in public, in a meeting or by disseminating writings (§ 11 para. 3), with imprisonment for up to five years or with a fine.

§ 238 Criminal Code: Adjustment

1. Anyone who pursues another person by:
- Persistently visiting his physical proximity;
- Attempting to establish contact with him using telecommunications or other means of communication or via third parties;
- Placing orders for goods or services on his behalf by misusing his personal data or arranging for third parties to contact him;
- Making use of his personal data, threatens him with injury of life, physical integrity, health or freedom of himself or a person close to him; or
- Carries out another comparable act and thereby seriously impairs his lifestyle, shall be punished with imprisonment for up to three years or with a fine.

2. A custodial sentence of between three months and five years shall be imposed if the offender puts the victim, a relative of the victim or another person close to the victim at risk of death or serious damage to health as a result of the offence.

§ 22 KUG / Art Copyright Act: Right to one's own image

Portraits may only be distributed or publicly displayed with the consent of the person depicted.The right to one's own picture or right to a picture is a special expression of the general right of personality. It states that each person may, in principle, decide for himself whether and in what context pictures of him are to be published at all.

§ 201 Criminal Code: Breach of the confidentiality of the written word

Anyone who makes unauthorized sound recordings of another person, e.g. of a lecture which was only intended for a small circle of people – the class – and disseminates this recording, is liable to prosecution.

§ 201 (a) Criminal Code: Injury of the personal area of life by image recordings

Anyone who secretly photographs or films another person in his/her apartment or in an intimateenvironment, such as in the shower, toilet, changing room, etc. is liable to prosecution. The distribution of such photographs is also punishable by law.

§ 240 & § 241 criminal code: Coercion & Threat

Anyone who threatens another person with violence or other damage, if this does not follow a demand to do something, to omit something etc., shall be punished.

2.6. Italy

On May 2017, the Italian Parliament approved the new law on provisions for the protection of minors and for the prevention and contrast of the phenomenon of cyberbullying in line with international experts.

Objective of the law[11]**:**

The provision intends to combat the phenomenon of cyberbullying in all its manifestations with preventive actions and with a strategy of attention, protection and education towards the children involved, both in the position of victims and in that of those responsible for wrongdoing, assuring the implementation of interventions without distinction of age within the educational institutions.

Protection of the child:

Art. 2.- Darkening of the Web: The victim of cyberbullying, who is at least 14 years of age, and the parents or those responsible for the minor, can forward an obscuring application to the data controller or the manager of the website or social media, removing or blocking of any other personal data of the minor, spread in the Internet. If it is not provided within 48 hours, the interested party can contact the Privacy Guarantor that intervenes directly within the following 48 hours.

Persecutory acts:

Art. 612-bis. - Unless the act constitutes a more serious offense, anyone who, with repeated conduct, threatens or harasses anyone in a way to cause a persistent and serious state of anxiety or of imprisonment is punished with imprisonment from six months to five years. Fear [...] that is to force the same to alter their habits of life. The penalty is increased if the fact is committed [...] by a person who is or has been linked by an affective relationship to the injured person or if the fact is committed through IT or digital tools.

11. https://www.camera.it/leg17/995?
sezione=documenti&tipoDoc=lavori_testo_pdl&idLegislatura=17&codice=17PDL0048710&back_to=http://www.camera.it/leg17/126?
tab=2-e-leg=17-e-idDocumento=3139-B-e-sede=-e-tipo

Person replacement

Art. 494.- Whoever, in order to procure an advantage for himself or for others or to harm others, misleads someone, illegitimately replacing one's own person, or attributing to himself or others a false name or a false state, or a quality to which the law attributes legal effects, is punished if the fact does not constitute another crime against public faith, with imprisonment of up to one year.

2.7. Malta

With regard to legislation, even though not directly referred to, cyberbullying is considered a criminal offence, falling under insults and threats or computer misuse and hacking according to the Malta Police Force (information taken from ASAP national report)[12]. It is regulated under various aspects of the legislation (depending on the type of bullying) including Chapter 9 of the Malta Criminal Code[13]. Given that Malta's legislation is considered technologically neutral, it leaves room for adaptability to any new advancements including technological ones.

During a local cyberbullying conference hosted by the Office of Hon. Marlene Mizzi, MEP last april 2017, the President of Malta called for reinforcement of existing legislation to include the term 'cyberbullying' in relevant legislation as well enacting specific legislation targeting this phenomenon. The President also highlighted that Malta has to introduce a media literacy policy in order to educate children on the safe use of the internet[14]. However, there has been no indication of a revision of legislation to refer directly to Cyberbullying or the enactment of a new law.

2.8. Morocco

Although Morocco has ratified the Budapest Convention[15] of 23 November 2001 on cybercrime, and has just acceded to the Council of Europe Convention 108 on the right to the protection of personal data, cyberbullying is not still considered a crime.

Threatened by the phenomenon of cybercrime, Morocco is aware of the duality between the need for digital transformation and cyber risks. Therefore, Morocco has implemented a national strategy for cyber security and security systems of information through the promotion of a transformation towards digital economy and an information and communication society.

12. http://www.sosmalta.org/asap
13. http://www.justiceservices.gov.mt/downloaddocument.aspx?app=lom&itemid=8574
14. https://timesofmalta.com/articles/view/president-calls-for-law-on-cyberbullying.645842
15. http://www.europarl.europa.eu/meetdocs/2014_2019/documents/libe/dv/7_explanatoryreport_/7_explanatoryreport_fr.pdf

To promote this strategic choice, several projects have been realized on organizational and regulatory level in the digital world. New adequate structures has been set up, for instance the establishment of the Directorate-General for Information Systems Security (DGSSI) and the Moroccan Center for alerting and managing computer incidents (MA-CERT)[16].

In terms of regulation, Morocco has updated its laws, especially the Penal Code, and has introduced new decrees and laws relating to digital regulation. Such as the case of Law 53-05[17] on the electronic exchange of legal data, the law 09-08 on the automated processing of personal data, not to mention the ratification of international conventions in the fight against cybercrime and terrorism via technological means of communication, i.e. for example the Budapest Convention on cybercrime.

It has been found that the private sector and the Moroccan economic network in general, especially small and medium-sized businesses (enterprises) as well as very small businesses, are still lagging far behind in terms of cyber security strategy, training and sensitizing about cyber security. This is due to multiple factors, not only in relation to the budgets allocated to the security of the information systems or the protection of the personal and professional data, but also to the absence of an idea of cybersecurity.
The same can be applied to civil society that has little interest in cybercrime and cyberbullying.

2.9. Spain

In the absence of a specific criminal offence for cyberbullying, Spanish regulation addresses cyberbullying within the legal framework of other offences in a broad range of areas such as violence and computer-related crimes.
In Spain, cyberbullying is punished under the legal provision on traditional bullying. Although it is not defined specifically in the Penal Code, since 2017, Article 172 of the Spanish Criminal Code [18], recognized that a fine or imprisonment can be imposed on whoever harasses a person insistently and repeatedly through a range of behaviours seriously altering the daily life of the victim, such as contacting the victim through media. Any attempt of such behaviour is also punishable. This article establishes aggravating circumstances that may be relevant for cyberbullying, such as if the victim is vulnerable due to his/her age, and if the perpetrator has an emotional connection with, or is related to, the victim.

16. https://observatoire-fic.com/la-lutte-contre-la-cybercriminalite-au-maroc-les-realisations-et-quelques-defis-par-pr-youssef-bentaleb-centre-marocain-de-recherches-polytechniques-et-dinnovation/
17. http://www.egov.ma/sites/default/files/loi_ndeg53-05_echange_electronique_donnees_juridiques.pdf
18. Art. 172 of the Criminal Procedure Code (Organic Law 10/1995, 25th of November)

Therefore, cyberbullying may be governed under Article 172 as well as other criminal offences set forth by the Spanish legal framework (e.g. threats aggravated by the use of ICTs). Aggravating circumstances: In Spain, cyberbullying amounts to the offence of threats. The offence can be aggravated if conducted by the use of ICTs (procedure referred to Article 169 of the Criminal Code). Traditional bullying is aggravated only if the behaviour is committed against a vulnerable individual (e.g. for reasons of age), or someone with whom the perpetrator has a close relationship. The offence is further aggravated if it results in sexually related offences

Cyberbullying related to computer crimes: Cyberbullying raises data protection issues, for example, when the bully hacks into the victim's computer and steals the password of the victim assuming his/her identity on the internet. Therefore, cyberbullying is punished under the legislative framework for computer related crimes (e.g. hacking, computer fraud, destruction of computer data, illegal access to data stored on a computer, etc.). Cyberbullying thus falls within the privacy and data protection framework. This set of rules ensures that personal data are gathered under specific conditions, in accordance with specific rules for their collection or transfer and for legitimate purposes.

Moreover, parents and guardians are considered liable for their children's actions. Teachers and schools also are responsible, since they are required to ensure a safe environment for children, supervise and educate them.

Crime prevention and cyberbullying

Although not all countries in the EU recognize cyberbullying as a crime, they address the phenomenon within a legal framework of other related offences. However, to prevent an escalation of cyber bullying as a crime, early prevention is necessary, and here, parents play a vital role.

Per-Olof Wikström, a world-renowned Swedish Professor in Criminology, believes that answers to crime prevention can be found by focusing on the aspects that prevent people from committing crime, whereas theorists and professionals in this field focus on the reasons or factors behind the criminal acts.

Wikström's Situational Action Theory (SAT) says that a person's propensity to commit crime ultimately will depend on a person's moral, self-control, relations and environment. Therefore, an individual with good relationships, high moral standards and a good ability to exert self-control will most likely not commit crime, no matter the environment. On the other hand, a person lacking in relationship with family and friends, with a low personal moral and a low self-control is vulnerable and has a high risk of committing crime, if he/she is in an environment that encourages criminal actions.

Self-control is one of the main factors in the moral filter that prevents an individual from committing crime. Just like moral and manners, self-control is established in the early years of a child's life. As the child gets older, he/she begins to understand what is "mine" and what is "yours". The child learns to keep still, postpone its needs and participate in games with rules. It learns the rules of, for instance football, games, making homework and honouring an agreement. It is important to be trained in these competencies in many different contexts, since the strengthening of self-control has a pivotal significance for our options later in life.

3.1. The role of parents in crime prevention

The best way to train young people's morals, manners and self-control is to surround them with good role models. When with family, children are most affected by norms, behaviour, values and morals.
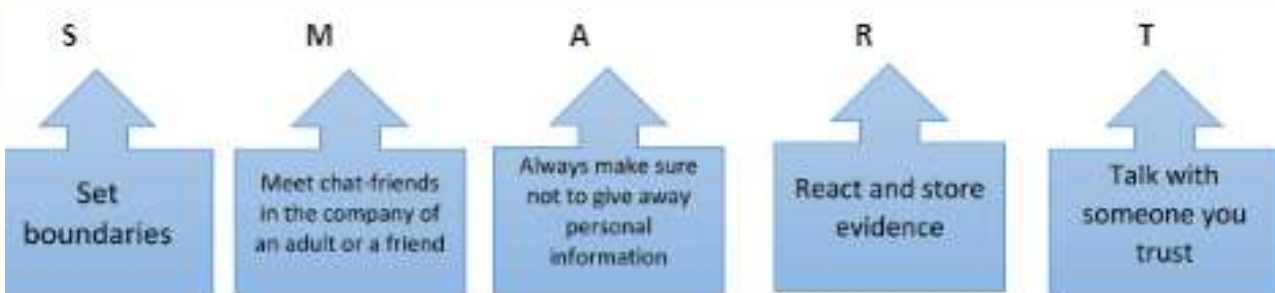
Therefore, you, as a parent, play a big role preventing your child from committing criminal behaviour. When you take the responsibility for the upbringing of your children early on and teach them self-control, you develop the children's possibilities of choosing a life without crime. In the same way, institutions and schools also have a great influence on how the children will be formed as human beings and as citizens. They can help them make use of their skills and competencies in the best way possible.

In relation to cyberbullying, the same aspects can be relevant. When children are being introduced to healthy norms, values, behaviour and moral at home and in school, they will be better at telling right from wrong as well as exerting self-control in situations, where it is needed. It is important to note that this alone will not prevent your child from being part of a cyberbullying situation. The best thing to do will be to combine different preventive measures. Therefore, it will be favourable to read the next paragraph, as other preventive actions are introduced.

3.2. Good online behaviour

The digital world is in constant alteration and new tendencies come up frequently. Therefore, parents need to talk with their children about online activities on a continuous basis. Cell phones, online games and social media are a big part of the social lives of children and young people. This means that communities that exist on social apps and gaming platforms, such as Messenger, Snapchat, Instagram, Fortnite etc. are just as important for children as communities in school or in sport clubs. More than ever, it is more important that we teach our children about good behaviour, safety and ethics online.

To help parents remember the important aspects of good online behaviour, we are using the acronym SMART, which can help ensure good online experiences for children:

S	M	A	R	T
Set boundaries	Meet chat-friends in the company of an adult or a friend	Always make sure not to give away personal information	React and store evidence	Talk with someone you trust

Set boundaries (Private settings, passwords, lies/fraud):
It is important to put up boundaries online, so your child does not receive any offensive inquiries. When online profiles are created, they are automatically open to the public. Your child will have to check the private settings of the profile in order to make it private and only visible to friends. The private settings will also allow the child to choose, which people can follow his/her profile.

It is also important for your child to have a strong password. Children and young people often have many different profiles with many different passwords to remember. Advice your child to find a password, which is very difficult and then use it for all profiles. The only people who should have access to the password is your child and you (parents or guardian). Your child could also use the two-step authentication, which is a method of confirming a user's claimed identity by using a combination of two factors e.g. 1) a personal password and 2) a six digit code, which the user will receive in a text message. This method makes it even more difficult for strangers to get access to your child's account.

Lastly, it is important for your child to be on the lookout for people who will pretend to be someone they are not. In this case, you should advice your child always to look for proof that the profile is real. You can check to see if the profile is created recently, if the profile has many friends or none at all and if it has any pictures or videos. As a parent, you need to talk with your child about both pros and cons related to the digital world. The children will be better equipped to handle the online challenges if they have knowledge of their presence.

Meet chat-friends in the company of an adult or a person that you trust
Your child should never meet with a chat friend alone. He/she should always be accompanied by an adult or a trusted friend. He/she must realize that meeting alone with a chat friend increases the risk of meeting a person with bad intentions, which can have serious consequences for the life of your child. If your child still decides to meet a chat friend alone, it should be at a public place. Ask your child if he/she has seen proof that the chat-friend is real.

Always make sure not to give away personal information
Tell your child never to share personal information with online friends, such as addresses, passwords, credit card number etc. as this information can be abused. Today pictures and videos have become tools of communication for children and they often share them without thinking of who is going to see them and what the reactions will be. Let your child know that the internet never forgets.

Therefore, they must be careful of what they post online as it could haunt them in their adult life, e.g., when they are establishing their careers.

React and store evidence

Tell your child to keep evidence and go talk to an adult, if anything offensive happens to him/her online. It is easier to act and do something about the situation if there is proof. Advice your child to take screen shots of unpleasant text messages or pictures, so it will not be your child's words against the offender's words.

Talk with someone you trust

Tell your child to inform you if he/she experiences something offensive online. It is never a good idea to keep it to yourself. Some children will find it difficult or embarrassing to share these experiences with their parents. If your child is uncomfortable talking to you about it, he/she should talk to someone he/she trust, such as a friend, teacher or even the police. This approach will often make the child feel safe and enhance the confidence to tell his/her parents.

Common situations related to cyberbullying

This section will introduce examples of common situations related to cyberbullying, describing different bullying situations and giving advice on what to do as a parent.

Example 1:

Situation:

Your son is a victim of social exclusion. He is being excluded from a group on SnapChat in which your son's peers share pictures and conversations with each other. Your son is feeling hurt and left out.

What to do as a parent:
- You should contact the school and involve them. They need to be informed about the situation in order to take any action.
- You should talk with other parents on an ongoing basis, so you can support each other. Some parents may have some useful information about your son's situation and you may have some information about the behavior of their children.
- As a parent, you need to follow your children in their activities online. In order to make your child feel comfortable with sharing his/her experiences online, you should always act with genuine curiosity and without judging.

Example 2:

Situation:

Your son insults a classmate in an aggressive and humiliating way. Together with other peers, he threatens his classmate on Facebook though public comments and posts. He has also been part of creating a website with hateful and nasty comments about the classmate.

What to do as a parent:
- Ask your child about his actions and give him a chance to explain from his point of view.
- You will need to talk to your child periodically and teach him the negative value of cyberbullying as well as face-to-face bullying. In general, parents should have the guts to go through their child's phone, but always together with their child. This way, they will be aware of how their child acts online and how his/her friends act.

- Your child needs to be aware that threats, especially death threats, are never a joke and that they are taken seriously by law enforcement. Sit down with your child and discuss the laws around making threats to others, both on and offline, and make clear that online death threats come with consequences.
- Then, if your son's classmate is willing, set up a meeting at the school between your child and him. Involve a teacher and let the teacher navigate the conversation. Let the classmate explain to your child how his words hurt him, and how he felt reading the content of the comments and the web site. This will make it clear to your son what effect his words have had, and how cyberbullying affects a victim. This person-to-person meeting will force your child to face his actions and understand the implications.

Example 3:

Situation:

Your daughter is harassed by fellow students. After several months she continues to receive insulting messages on Facebook (in private and public conversations) and on her mobile phone. Most of the messages are sexist and refers to her ethnic origin. She also receives death threats. Initially, she tries to deal with the situation alone. However, after she has been physically assaulted in school, she decides to talk to you about the issue.

What to do as a parent:

- The first thing you need to do as a parent is to keep communicating with your child, making them feel safe and never judged. Victims of harassment are often reluctant to talk with their family about their situation, because they fear reprisals from their harassers and/or fear to be punished further and misunderstood by their parents. Therefore, you need to create a space for communication and understanding.
- Second, you need to involve your child in all the decisions concerning the resolution of the problem: changing school, moving to another city, closing the social media accounts or blocking the phone number. All the measures need to be balanced with the willingness of your child to have access to his/her means of socialization. Also, let your daughter know there are consequences for the perpetrator as well, so she does not feel like the only person affected by this.
- Contact your daughter's school and inform them about the situation in order for them to help properly. They will also be able to look out for any sign of physical harassment.

Example 4:

Situation:

Your daughter, aged 13, have send intimate pictures to her boyfriend, while they were in a relationship. She breaks up with him and he decides to send the photos to his friends.

The photos are being shared and people in school see them as well. After the incident, the boys in school invite her to have sex, while the girls insult her.

What to do as a parent:

- You need to explain to your son that it is a crime to send and share intimate pictures of other people. If he is over 14 years old, he can be reported to the police for possession and dissemination of child pornography.
- Contact the school and inform them about the situation. The teachers can explain the entire class about the seriousness of these facts and ask them to delete the photos (ask them one by one).

Example 5:

Situation:

Your daughter comes home from school upset, because one of her close friends has been receiving mean messages from some classmates at school via Instagram direct messenger. Her friend is scared to say anything, because she does not want to be bullied even more for reporting it. Your daughter does not know what to do and you are the first person that she is talking to about this.

What to do as parent:

- Firstly, you should praise your daughter for telling you about this problem. It is very important that children report cyberbullying, not only when they experience it themselves but also when they observe it being done to others. Clarify that she has done the right thing by telling you about the problem.
- Secondly, this situation does not directly involve your child. Thus, it is not your place to approach the school and report it to them. Instead, you should ask your child's friend if she wants to be accompanied by you to talk to her parents.
- If your child's friend does not want to be accompanied by you, contact the child's parents and share with them what you have learnt. From then on, it is up to her parents to decide how they want to handle the situation. You can offer your support if they may need it.

Example 6:

Situation:

Your daughter has an Instagram account, where she posts pictures of her and her friends as well as your family dog. One day your daughter comes home distraught, because her Instagram account has been hacked. Someone is posting rude content on her page, including mature pictures of women and racist content.

Your daughter cannot access the account anymore, because the password has been changed, and she does not know what to do. She has been bullied in school because of the content on her Instagram page. She thinks that the account has been hacked by a group of girls at school, who have been bullying her for some time.

What to do as parent:

- Firstly, take pictures and screenshots of the Instagram page. You may need these later on, if you decide to take legal action against the perpetrators. The pictures will act as proof.
- You should make sure to report the page to Instagram, making clear that the account has been hacked and someone is posting offensive content. This should make Instagram disable the account.
- Once the account has been disabled, take the evidence and set up a meeting with the school, where you explain the situation. You should also share with school administrators that your daughter thinks it was done by a group of girls at school. Do not approach the girls directly yourself, but allow the school to facilitate the investigation and discussion as well as any action that needs to be taken.
- It is important that you involve your child in all these steps and share the progress with her. This will show her that the issue is serious, and that authoritative figures (like the social media platform and school) are taking it seriously. This will also help her feel validated. You should talk to your child about her feelings and offer to take her to a psychologist if needed. Additionally, talk to your child about password safety in order to avoid similar situations taking place in the future.

The abovementioned cases are only examples of how to deal with cyberbullying. Not all cyberbullying situations are the same and for that reason, not all situations should be tackled the same way. The most important thing is to listen to your child and recognize his/her experience. Do not ignore the problem or tell your child to ignore it. There is a risk that he/she will not tell you if it happens again. Lastly, do not take matters into your own hands. You should involve the school and let them facilitate the action that needs to be taken.

5 _____

Recommendations

This section will provide you with different recommendations concerning your children and their online activities. The recommendations are organized under four headings, which refer to the aspects that should be well developed in order to minimize a person's propensity to commit crime: *relations, moral/manners, self-control and environment.*

Relations:

1. Accept that social networks are also a space for socializing for your children, besides school, courtyard, sport clubs or other meeting place "offline". Accepting it is important to normalize the topic when you want to talk your children about their relations "online". Children will feel more relaxed and less judged, thus keener to share.

2. Be a good example of online behavior: children mirror the behavior of their parents. Show good computer and internet practice and share your experiences with your child from an early age, so he/she understands that it is a normal and good thing to talk about. For example, make topics such as password safety and good internet practices normal conversations at the dinner table, and share something you learned in this realm.

- E.g. "Today at work someone sent an email around with an unkind rumor about one of our colleagues. I printed the email and gave it to my boss, because this is not acceptable behavior."
- E.g. "A few years ago someone stole my Twitter password and shared some mean Tweets from my account. It made me really upset, but I was able to disable the account and get rid of the tweets. Now, I change my password every 3 months."

3. Ask about your child's friends and experiences on the internet in the same way as you would ask about your child's friends and experiences in school. Ask them how they met, what they discuss usually, what they have in common, where and why they want to meet, etc. Remember that it is important not to interrogate your child. Ask the questions as a friend.

- E.g. "What fun games did you play today?"
- E.g. "Did you play with anyone new today?"

4. Make sure to tell your child that some people online are not who they claim to be. Some people will use false identities, so your child should not accept a friend request before he/she knows who it is.

An alternative could be to verify the contact on a video chat. Before making the video chat your child should make sure to have a neutral wall in the background and neutral clothes that does not say anything about his/her personality or position. In order to avoid a pre-recorded movie, he/she should also ask the contact to move and ask about things in real time.

5. Talk to your child about the fact that while surfing the internet, he/she can find content not suitable for his/her age. If that is the case, he/she needs to inform you.

6. Everybody can use the internet and anything can be written without being fact-checked. Make your child aware that there are people writing useful things, while others publishes foolish, disrespectful or false things. Your child needs to be critical when using the internet.

Moral/manners:

1. Online manners are just as important as offline manners, and parents should treat them as such. We now live in a world where very young children are already active online, and therefore they need to be taught online manners from an early age. Just as you teach your child how to behave in the physical world, you should also be teaching him/her how to behave in the online world. Talk about online manners openly and often within the family.

2. Make clear to your child that online actions can be just as damaging as offline actions. If children are taught this from an early age, they will have more respect for online encounters.
- E.g. "Mean words on Facebook Messenger hurt just as much as face-to-face."

3. Teach your child the morals of reporting the negative experiences, which they see online: being a bystander to cyberbullying is not any better than being a cyberbully. From an early age, children should understand what cyberbullying is and how to report it. You can go through the steps of reporting it together, so that your child can learn what to do. You should always encourage your child to speak up if he/she experiences bullying. Let him/her know that he/she is not ratting the bully out by telling an adult. Tattling is telling to get someone in trouble, reporting is telling to get someone out of trouble.

4. Teach your child never to share his/her password with anyone, not even close friends. Nor should he/she share personal information or other people's personal information (phone number, school, address etc.).

5. Show your child how to change private settings on his/her devices and social media in order to prevent strangers from getting access to his/her photos and data.

Self-control:
1. Expose your child to different opinions, cultures, religions and backgrounds from an early age, so that they understand that people are different and may say different things online. When children understand that people are different, they show more resilience online, being less likely to commit cyberbullying against someone who is different from themselves.

2. You can assess your child's online behavior by talking with the child about his/her activities online on a regular basis. If something is not acceptable, you can make a plan with your child on how these actions can be changed. It might be beneficial to follow up on this plan over time to see how your child is coping and to see if the behavior has been changed.

3. Teach your child that if he/she is being bullied, he/she needs to save the evidence (SMS, MMS, E-mail) and tell you or another adult about it.

4. Your child can consider downloading the app Rethink conceived by the 13-year old Trisha Prabhu for the Innovation Google Contest. The app will work as an alert system that suggests to think twice ("to rethink") in deciding to post a mean/injurious message on social networks. Tell your child only to write things online that he/she would say in front of people offline.

Environment:
1. Tell your child to think about whom they accept as a part of their digital network. You should make restrictions about whom they can add to their network on social media. E.g. only people they know in the real world. Go through the contacts of your child and decide together which to keep and which to delete, and make sure to clarify why.

2. Keep computer time to common areas in the home and set a time limit for the amount of hours spent online (on computers, tablets, mobile phones). Require these hours to be spent in common areas of the home, like the living room or kitchen. This will allow you to keep an eye on your child's online activities and teach him/her that the online world is something that should and can be accessed in public: it is part of everyday life.

4. Discuss the law related to cyberbullying with your child. Just as you would discuss how stealing from a shop would get them in trouble with the police, make them understand that threatening someone online will also get them in trouble with the police. Have regular conversations with your child about how the law is implemented to the same extent online as it is offline.

5. Implement password safety as a family activity: get together every few months and update the passwords for your online accounts together. This normalizes the process and teaches your child from a young age that everyone should do this.
- E.g. "Treat your password like your toothbrush: choose a good one, change it regularly and never share it."

How to communicate with your child about online activities and safety:
The best way to communicate the abovementioned actions is by having an open one-to-one discussion with your child in a neutral environment. Being approachable and warm is important so your child does not think he/she is doing something wrong. It is also beneficial to let your child do most of the talking as this makes your child feel that he/she is more in control of his/her actions. A collaborative way forward between parent and child is a more effective way than forcing the child to do as you say. With a collaborative approach, the child will feel involved and feel he/she has a say in the decisions regarding his/her life online.

"The growth model": How to talk with your child about difficult issues

"The Growth Model" is a framework and a simple tool for difficult conversations that both creates and accommodates personal growth. The framework is based on the approach Appreciative Inquiry and focuses on what works, what is going well and on joy and progress. The positive approach of the model creates change by altering the focus from problems to challenges.
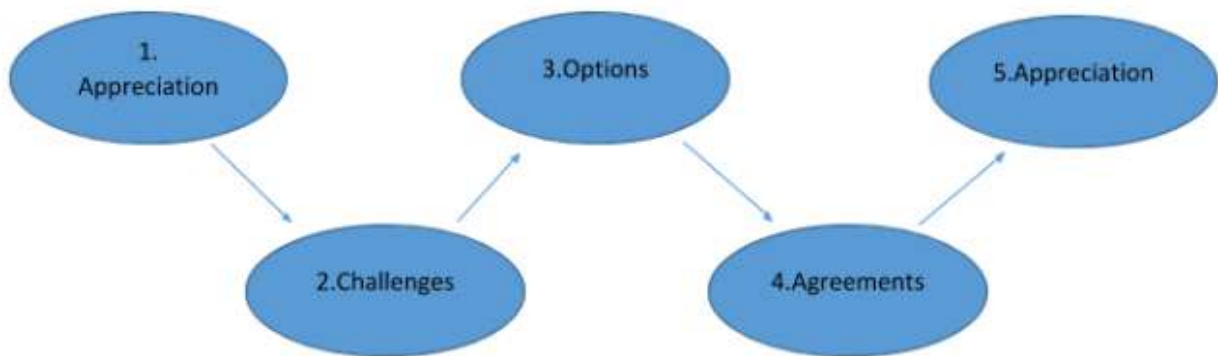
"The Growth model", Marianne Grønbæk and Henrik Pors, 2014

This model can be used in many different situations, including as a tool for parents when talking to their children about events online. If your child has been bullied or if he/she has bullied others, the model can help open the difficult conversation and accommodate change. "The Growth Model" consists of five steps:

Step 1: Appreciation
This step focuses on what is going well, which will be your foundation of a productive and trustful conversation. Both you and your child say and write down the things that are going well when your child is using the internet. If you have had this conversation before, the step will focus on what has been going well since last time. The appreciation creates an environment of confidence and trust between the persons involved. The hope, energy and involvement of this step is the prerequisite for positive and constructive change

If you want your child to talk about his/her opinions and actions and at the same time create change and development, you will have to create a safe environment for having difficult conversations. Thus, it is important not to skip this step.

Step 2: Challenges
Next, you talk about the subject that led to this conversation, which is referred to as a challenge rather than a problem. The use of the word "challenge" will shift the focus from a past with guilt and shame to a future with trust and hope. Both you and your child write down all the things that you perceive as the problem. Remember that it is okay to write down different challenges. This just means that you are different people with different positions. The different opinions will make it easier for you to come up with the ideas on actions of change.

 Step 3: Options
This step is about dealing with the challenge. You and your child write down all the options that you see and talk about them. Expressing and simplifying a very general suggestion will create dialogue and responsiveness. The options will never be too big or too small, too meaningless or too meaningful. The most important thing is that they are simple, concrete actions. The actions will be concrete suggestions transforming the challenges to a positive and constructive behaviour. The focus in this part of the conversation is on what is working and what will work in the future. This way, the conversation keeps the positive energy.

Step 4: Agreements
To have a clear understanding of future actions, you and your child both need to pick the suggestions that you think are the most important ones and then indicate what your role is. In that way, you will create an agreement and a commitment between the two of you. You are able to choose the same suggestions, which will sometimes only make the effort even more powerful.

Step 5: Ending the conversation and appreciating the common effort
 This step focuses on the outcome of the conversation. You take turns telling what has been the best thing about the conversation. All opinions are personal, so you do not comment on each other's statement. This step is supposed to make sure that the conversation keeps the good energy up until the end, so that you will both have a desire to transform the agreement into actions. The model can be visualized by making five circles in which you write your answers to the different steps of the model.

Actors tackling cyberbullying in the EU

This section gives an overview of the different actors who are taking part in the fight against cyberbullying in the nine partner countries of the FACE project. After introducing different organisations, institutions and initiatives, the chapter provides parents with contact information on the different actors.

Belgium:

There are several key organisations operating in Belgium, which help both parents and children in cyberbullying situations. The majority of these organisations focuses on bullying as a whole and tackle cyberbullying as a part of this topic. There are some useful information hubs, which parents can turn to if they find themselves dealing with a cyberbullying situation. **MediaNest** is an information platform set up specifically for parents who are navigating the online world of their children and the many troubles that come with it. **Clicksafe** offers information on cyberbullying tailored to parents. If young people want to talk anonymously about cyberbullying situations, there are a few organisations, which they can turn to. Wat Wat offers both a phone line and a chat forum for this service, as does **Chris**.

Czech Republic:

The National Centre of Safer Internet (NCBI – Národní centrum bezpečnějšího Internetu) is a non-profit organisation established in 2006. It educates and promotes safer use of online technologies and education in this area. The organisation has experience with implementing a number of national and international projects. The most important project was the Safer Internet Center operated and coordinated by NCBI between 2006 and 2018 with the support of the European Commission and other partners. NCBI is a member of the European network INSAFE and cooperates with the international network of hot lines INHOPE.

Centre for prevention of risky virtual communication is engaged in the prevention of hazardous behaviour associated with the use of ICT by children, focusing on cyber bullying, cyber grooming, cyber stalking, hoax and spam, sexting, social engineering methods, the issue of sharing personal information through social networks and other dangerous communication techniques. It implements educational, research, preventive and intervention activities.

The Centre also focuses on the positive use of modern IT technologies by children and adults.

The project O2 Chytrá škola helps teachers and parents to keep themselves informed on the advantages and pitfalls of the digital world. The public portal provides comprehensive, useful information about secure use of internet and digital technologies as well as particular advice on how to talk with children about this topic.

Denmark:

In Denmark, several actors are taking part in the fight against cyberbullying. One of them is the Danish Safer Internet Centre, which seeks to promote a safer and better use of internet and mobile technologies among children and adolescents. The centre consists of three cooperating partners: The Media Council for Children and Young People (MCDK), The Centre for Digital Youth Care and Save the Children Denmark. The Danish Safer Internet Centre has established a SoMe Youth Panel with ambassadors aged 13-17 years. In 2017, the panel presented their recommendations about digital youth life aimed at children, young people, parents, professionals, politicians and industry.

To assist parents who have questions regarding the welfare of their child, Children's Welfare has created a support line. The organisation also offers guidelines and educational information about children's life online on their website.

Furthermore, The National Board of Appeal against Bullying is an authority created to solve problematic bullying situations. If pupils or parents experience that the school does not prevent or tackle bullying sufficiently, they have the possibility to complain. The objective is to help pupils and parents in cases where the school does not intervene.

Lastly, each Municipality in Denmark has a SSP team, which consists of a collaboration between School, Social and Police authorities. Among other things, the SSP team deals with bullying. For instance in Vejle Municipality, if a person is being bullied the SSP team will meet up with him/her and try to find out who the bully is. They will involve both the parents, the school and the bully and help facilitate a solution to the conflict.

France:

In France, several actors are involved in the fight against cyberbullying. First of all, the Ministry of National Education and Youth launched a campaign called "Non au harcèlement". There is a specific website which targets parents, children and professionals, and which aims at raising awareness on bullying and cyberbullying while providing solutions.

The website is very user-friendly and offers sections adapted to different situations. Depending on who is consulting the website, he/she will be able to choose the section adapted to his/her situation. On the website there is a section entitled "Parents, let's talk about it" which gathers five videos aimed at supporting parents in e-parenting. These videos answer some of parents' most common questions regarding cyberbullying: how do I make my child more aware of cyberbullying? How can I know if my child is facing cyberbullying? How do I talk about cyberbullying with my child? How do I help my child? How do I act against cyberbullying? The website also gathers some valuable resources (guides, awareness campaigns, preventive plans...). Finally, children/teens, parents and professionals are encouraged to call 3020 (which is the national number to call in the case of cyberbullying) if they ever need assistance.

Second, there is a multitude of associations tackling cyberbullying. The most prominent one is called E-Enfance. It is dedicated to the protection of children online. Regarding cyberbullying specifically, it provides school-based interventions and training on good practices to be adopted online, and on the potential risks entailed (such as cyberbullying). For instance, parents can learn how to install and configure the parental control. The association also has its own online platform: NetEcoute, an emergency number (0800 200 000) and an online chat so that parents and children can talk to a councillor. NetEcoute can also help them remove offensive images and contents of accounts.

Parents can also find associations located in their regions thanks to the blog "Anti-bullying, tous ensemble contre le harcèlement des élèves". This blog is very valuable since it provides a list of all the associations, and NGOs dedicated to the fight against cyberbullying in the different French regions.

Finally, more and more local authorities take a stand against bullying and cyberbullying by organizing awareness campaigns for instance. Parents and children can then go directly to the website of their city in order to see if their city is taking any action against cyberbullying, and if there is local systems of support.

Germany:
Germany does not yet have its own law specifically targeting cyberbullying. Nevertheless, there are places for young people to seek help.

The State Media Authority of Lower Saxony has founded a self-help platform. Under juuuport.de, volunteers between the ages of 14 and 18 advise young people on cyberbullying and bad online experiences.

Since young people would often rather exchange ideas with one another than inaugurate adults, psychological, legal and media education professionals train the young volunteers in counselling others. The young volunteers provide first aid when students are offended on social networks or when unwanted photos of them appear. Young people in need of advice or assistance can contact the volunteers via the advisory form and besides the year of birth, no other personal information is required. Juuuport.de attaches particular importance to the anonymity of both the questioners and the volunteers.

In addition, there is the association "Nummer gegen Kummer e.V.". This association is the umbrella organization of the largest counselling service for children, adolescents and parents. The organization's goal is to be a conversation partner for all children and adolescents, their parents and educators when others are absent. The counselling services of the "Nummer gegen Kummer" are often the first point of contact when it comes to questions, problems and particularly critical situations. If necessary, the association pave the way for further help.

Italy:

In Italy, the Ministry of Public Education has established the e-mail address bullismo@istruzione.it for the prevention and fight against cyberbullying. This email can be used to report cases, request information and receive support. Furthermore, some police stations have added information about cyberbullying on their institutional sites. Due to the spread of the phenomenon, the police is engaged in many investigations on cyberbullying situations. Lastly, there is Telefono Azzurro, a non-profit organization founded in 1987 with the aim of defending the rights of children, which was recognized with a UN Convention two years later.

Malta:

In Malta, there are various sectors tackling cyberbullying. The Anti bullying section falling under the Ministry of Education was established as part of the local Safe Schools Programme, which strives to initiate and coordinate anti-bullying programmes across schools. Through this service, parents, as well as staff and students, can seek support and training in developing competencies and confidence to approach bullying behavior as well as understand how to approach the needs and vulnerabilities of minority groups.

BeSmartOnline!, a project co-funded by the European Union, is one of the leading local initiatives, forming part of INHOPE and INSAFE – The European Network for Safer internet Centres and Hotlines. The initiative is implemented by various national stakeholders and fosters awareness on the safer use of the internet and protection of children online.

The BeSmartOnline! website offers informative resources to the different target groups. It is also linked to local services including the national support helpline 179, which offers support and referral service to parents, educators and minors on any online safety issues such as cyberbullying and online grooming. Furthermore, it is linked to kellimni.com, an online emotional support service, offering anyone the possibility to interact anonymously with trained volunteers via chat or an online forum. Apart from an online chat, Kellimni.com has a blog section called 'inform yourself', which provides a variety of articles on common issues faced by youth today offering parents an insight into the challenges their children might be facing.

BeSmartOnline! has also integrated a hotline for reporting illegal online content, particularly focusing on child abuse material through www.childwebalert.gov.mt.

Further to the above, there is a NGO in Malta set up to focus specifically on anti-bullying. bBrave works towards raising awareness on different forms of bullying and its effects through various means. The NGO also facilitates assistance for individuals suffering from bullying and for the reform of individuals displaying bullying behaviour in Malta.

Morocco:
In Morocco, there are no actors fighting against cyberbullying. The only organ that works with cyberbully victims is the police. Due to the absence of a law that frames the subject of cyberbullying, there is a lot of confusion when it comes to the terms cyber harassment and cyberbullying, which both relate to cybercrime. In this relation, local authorities in Morocco focus especially on cybersecurity.

7.1. Contact information on important actors

Belgium

Name of operator:	Contact info:
Mediawijs	Website: https://mediawijs.be/ Mail: info@mediawijs.be
Praten Over Pesten	Website: http://www.praatoverpesten.be/ Mail: ester@tumult.be
Veilig Online	Website: https://www.veiligonline.be/ Mail: veiligonline@gezinsbond.be
Clicksafe	Website: https://www.childfocus.be/nl/preventie/clicksafe-veilig-internetten Mail: 116000@childfocus.org
MediaNest	Website: https://www.medianest.be/ Mail: hallo@medianest.be
Vlaams netwerk Kies Kleur tegen Pesten	Website: https://www.kieskleurtegenpesten.be/home Mail (online form): https://www.kieskleurtegenpesten.be/contact/mail
Wat Wat	Website: https://www.watwat.be/pesten/ik-word-gepest-wat-kan-ik-doen
Chris	Website: https://www.chris.be/ Mail: info@chris.be

Czech Republic

Name of operator:	Contact info:
Centre for the prevention of risky virtual communication	Website: http://www.prvok.upol.cz/ Head of Centre: doc. Mgr. Kamil Kopecký, PhD

	E-mail: kamil.kopecky@upol.cz Phone: +420 777 146 808 Management of education Mgr. Klára Hrubá E-mail: klara.hruba@upol.cz Phone: +420 585 635 614
O2 Chytrá škola	Website: https://www.o2chytraskola.cz/ info@o2chytraskola.cz Phone: +420 724 001 060
E-Nebezpečí pro učitele (for teachers)	Website: http://www.e-nebezpeci.cz info@e-nebezpeci.cz Phone: +420 777 146 808
E-Bezpečí	Mail: redakce@e-bezpeci.cz (the desk of the portal) Mail: vzdelavani@e-bezpeci.cz (education for schools/police)
On-line consulting E-Bezpečí	Website: https://poradna.e-bezpeci.cz/
Národní centrum bezpečnějšího internetu Bezpečně online.cz	Website: https://bezpecne-online.saferinternet.cz/ Mail: info@saferinternet.cz

Denmark

Name of operator:	Contact info:
Red Barnet	*"Sikker Chat"* Website: https://redbarnet.dk/skole/sikkerchat/ *"Fri for mobberi"* Website: https://www.friformobberi.dk Mail: mob@redbarnet.dk *"Anmeld det!* Website: https://www.redbarnet.dk/anmeld Mail: hotline@redbarnet.dk
Børns Vilkår	Website: https://bornsvilkar.dk/faa-gode-raad/digitaltliv/ Mail: bv@bornsvilkar.dk

	"Børnetelefonen" Website: https://bornetelefonen.dk/mobning/ Mail (online form): https://bornetelefonen.dk/faa-hjaelp/ Phone: 116111
Mary Fonden	Website: https://www.maryfonden.dk/da/mobning-og-trivsel
Center for Digital Pædagogik	Website: https://cfdp.dk/ Mail: info@cfdp.dk Social Media: https://www.facebook.com/cfdp.dk https://twitter.com/CFDPs https://www.linkedin.com/company/cfdp
Medierådet for Børn & Unge	Website: https://www.medieraadet.dk/ Mail: medieraadet@dfi.dk
Cyberhus	Website: https://cyberhus.dk/ Mail (online form): https://cyberhus.dk/brevkasse

France

Name of operator	Contact info
The Ministry of National Education and Youth has a website dedicated to cyberbullying	Website: : https://www.nonauharcelement.education.gouv.fr/que-faire/faire-face-au-cyberharcelement/ National number "Non au harcèlement": 3020
E-Enfance	Website: https://www.e-enfance.org National number: 0800 200 000
APHEE	Website : http://harcelement-entre-eleves.com/pages/aphee.htm Mail : aphee@orange.fr
Association Marion la main tendue	Website : http://www.marionlamaintendue.com/l-association-marion-la-main-tendue/ Mail : contact@marionlamaintendue.com
Cybhar'so	Website : https://sites.google.com/a/collectifjusticepoursophia.com/collectifjusticepoursophia/ Mail : cybharso@gmail.com
Anti-bullying blog	Website : http://anti-bullying.over-blog.fr/2016/03/les-associations-contre-le-harcelement-scolaire-en-france.html

Germany

Name of operator	Contact info
Alliance against Cybermobbing	Website: https://www.buendnis-gegen-cybermobbing.de E-Mail: info@buendnis-gegen-cybermobbing.de
Juuuport Online consultation	A self-help platform of the Lower Saxony State Media Authority; Volunteer scouts between the ages of 14 and 18 trained by professionals give tips to their peers. Website: https://www.juuuport.de/beratung/ E-Mail: info@juuuport.de
Cybermobbing Help	Website: http://www.cybermobbing-hilfe.de
Jugendschutz	Help with complaints to providers Website: www.jugendschutz.net
Nummer gegen Kummer	For those affected by cyberbullying, the number offers free telephone counselling services against sadness. Phone for parents: 0800/1110333 Phone for children and adolescents: 0800/1110550 Website: www.nummergegenkummer.de

Italy

Name of operator:	Contact info:
Telefono Azzurro	Free number 800090335 Email: info@azzurro.it Website: https://www.azzurro.it/sostegno
Ministero Pubblica Istruzione:	Website: https://www.miur.gov.it/bullismo-e-cyberbullismo Email: bullismo@istruzione.it
Generazioni Conesse - Safe Internet Centre	Website: https://www.generazioniconnesse.it/site/it/helpline/

Malta

Name of operator	Contact info
The Malta Communications Authority	Website: https://www.besmartonline.org.mt
SOS Malta (Solidarity Overseas Malta)	Website: kellimni.com
Agenzija Appogg Psycho-social Welfare Services	National Phone : 179 Email : 179.appogg@gov.mt
Anti-Bullying Service (Ministry for Education)	Email: nationalschoolsupportservices.mede@gov.mt National Phone: +356 2598 3494
Cybercrime Unit, Malta Police Force	National Phone: +356 2294 2231 Email : computer.crime@gov.mt
B-brave	Website : https://bbrave.org.mt Email : info@bbrave.org.mt

Spain

Name of operator	Contact info
Stop Haters	Website : https://stophaters.es/ National number: 91 146 73 62 e-mail: info@stophaters.es
A.E.P.A.E. (Spanish Association to fight against scholar harassment)	Website : http://aepae.es/ National number: 900 018 018
The Youth Institute in Spain	Website : http://www.injuve.es/eu/etiqueta/bullying National number: 917827600

The Ministry of Education and Vocational Training	Website : http://www.educacionyfp.gob.es/educacion/mc/convivencia-escolar/recursos/materiales-otros-recursos/ciberacoso.html
Spanish National Cybersecurity Institute	Website: https://www.incibe.es/en National number: 987 877 189
Agencia Española de Protección de Datos	http://www.tudecideseninternet.es/agpd1/ National number: 901 23 31 44

Useful questions to ask yourself

The following questions are meant for reflection and can be useful to you, as a parent, in relation to understanding and keeping up with your children's activities online. The questions will force you to reflect upon what you know about the digital lives of your children.

- How much time do your child spent online?
- Do you know what your child is doing online?
- Have you set up ground rules for the activities of your child on the internet? If yes, which?
- What websites are your child allowed to visit?
- What is the difference between educating your child in general and educating your child about the internet?
- How would you like your child to behave on the internet and how will you achieve that
- If you, as a parent, had a request concerning your child's life online, what would it be?
- Do you know where to go for information if your child experience challenges related to the internet?

For more information

- https://epthinktank.eu/2018/10/28/victims-of-cyberbullying-what-europe-does-for-you/ (ENGLISH — Cyberbullying in the EU)

- https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/ (ENGLISH - advice for parents)

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- http://www.stopcyberbullying.org/index2.html (ENGLISH - Don't stand by, stand up! campaign)http://www.childline.org.uk/explore/bullying/pages/cyberbullying.aspx (ENGLISH - Dealing with cyberbullying)

- https://cyberbullying.org/ (ENGLISH — prevention and response)

- https://www.dr.dk/nyheder/indland/7-gode-raad-ved-dit-barn-hvordan-det-skal-opfoere-sig-paa-sociale-medier (DANISH — good behaviour online)

- https://www.medieraadet.dk/medieradet/digitaldannelse/der-er-sa-meget-foraeldre-ikke-forstar (DANISH - information and good advice to parents about children's life online)

- https://faktalink.dk/titelliste/mobn (DANISH - Video about cyberbullying)

- https://www.cri.it/cyberbullismo (ITALIAN - Cyber defense in 10 steps)

- https://www.azzurro.it/it/informazioni-e-consigli/consigli/cyberbullismo/come-difendersi-dal-cyberbullismo (ITALIAN - How to defend yourself against cyberbullying)

- https://www.lemonde.fr/les-decodeurs/article/2019/02/11/cyberharcelement-ce-que-dit-la-loi-et-ce-qu-encourent-les-auteurs_5422150_4355770.html (FRENCH - about cyberbullying and legislation)

- https://www.cyberpesten.be/profiel-van-het-slachtoffer (FLEMISH / DUTCH - The profile on a cyberbullying victim)

- http://www.childfocus.be/nl/preventie/veilig-internetten/ouders (FLEMISH / DUTCH - Resources for parents on how to create a more internet-safe household)

- https://www.mediawijsheid.nl/onlinepesten/ (FLEMISH / DUTCH — Online information hub for parents and young people on how to deal with and prevent cyberbullying)

- https://www.stoppestennu.nl/pesten-cyberpesten-strafbaar (FLEMISH / DUCTH - Information to held understand the laws in place in regards to cyberbullying)

- https://www.e-bezpeci.cz/index.php/ke-stazeni/vyzkumne-zpravy/107-rodic-a-rodicovstvi-v-digitalni-ere-2018/file (CZECH - Parent and parenthood in the digital era)

- https://www.e-bezpeci.cz/index.php/ke-stazeni/doc_download/https://www.e-bezpeci.cz/index.php/ke-stazeni/tiskoviny/74-pravidla-bezpecneho-chovani-na-internetu-pro-rodice-2015/file (CZECH -The rules of secure use of Internet for parents)

- https://www.e-bezpeci.cz/index.php/ke-stazeni/tiskoviny/14-rizika-internetove-komunikace-prirucka-pro-rodice-a-ucitele/file (CZECH - Risks of virtual communication — the guide for teachers and parents)

- http://www.minimalizacesikany.cz/images/stories/kybersikana.pdf (CZECH - Cyberbullying and its prevention)

- https://www.buendnis-gegen-cybermobbing.de (GERMAN — cyberbullying)

- https://www.buendnis-gegen-cybermobbing.de/fileadmin/pdf/bgcm-14-003_erste_hilfe_eltern_screen.pdf (GERMAN - for parents)

- https://diedunkleseite.1live.de/mobbing/ (GERMAN - cyberbullying)

- https://irights.info/artikel/cyber-mobbing-cyberbullying-und-was-man-dagegen-tunkann-2/6919 (GERMAN - how to tackle cyberbullying)

- https://www.youtube.com/watch?v=nEJXjqAXpV4 (GERMAN — song about cyberbullying)

- https://www.youtube.com/watch?v=wgmNXPbN3d8 (GERMAN — song about cyberbullying)

- https://mawdoo3.com (ARABIC — the dangers of the internet)

- https://www.hiamag.com (ARABIC — education of parents on the dangers of the internet)

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Belgium

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Czech Republic

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Denmark

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- Børns Vilkår, Digitalt liv: https://bornsvilkar.dk/faa-gode-raad/digitaltliv/
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- Red Barnet, Om konflikter på nettethttps://redbarnet.dk/skole/sikkerchat/foraeldre/konflikter-og-mobning-paa-nettet/
- Red Barnet, Lovgivninghttps://redbarnet.dk/skole/sikkerchat/fagpersoner/lovgivning/#89r9vy6
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- Legifrance (2018), Code pénalhttps://www.legifrance.gouv.fr/affichCodeArticle.do?idArticle=LEGIARTI000037289658&cidTexte=LEGITEXT000006070719&dateTexte=20180806
- Legifrance (2014) L'égalité réelle entre les femmes et les hommeshttps://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000029330832&categorieLien=id

Germany
- https://www.klicksafe.de/themen/kommunizieren/cyber-mobbing/was-sagt-das-gesetz/

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Morocco
- The Budapest Convention of 23 November 2001 on cybercrime: http://www.europarl.europa.eu/meetdocs/2014_2019/documents/libe/dv/7_explanatoryreport_/7_explanatoryreport_fr.pdf

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- E-government Programme of Morocco, Loi n ° 53-05 relative à l échange électronique de données juridiques: http://www.egov.ma/sites/default/files/loi_ndeg53-05_echange_electronique_donnees_juridiques.pdf

Spain

- Criminal Procedure Code, Art. 172 (Organic Law 10/1995, 25th of November)

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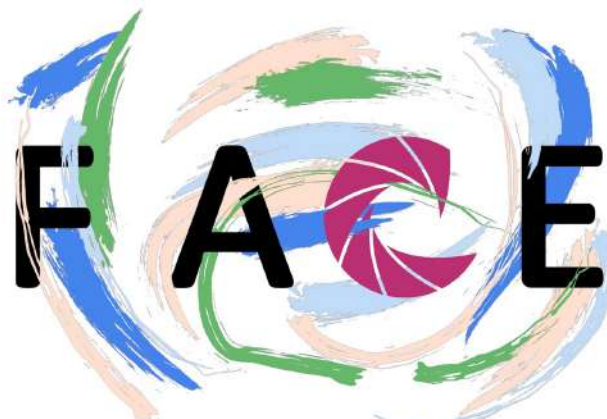global@media-diversity.org

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