

# Best Practices

## Spain

The present document summarizes a selection of best practices, action protocols and interventions that aim to improve prevention and intervention mechanisms in cases of cyberbullying and bullying in primary and secondary schools in Spain.

According to Spanish law, schools must instate action protocols to have a clear course of action in cases of bullying/cyberbullying. To this end, various organizations have proposed action protocols to facilitate detection, prevention, and intervention. A few of these are presented on the first four pages of this document. The selected protocols are designed to guide intervention when cyberbullying is detected or reported. The remaining pages summarize the main characteristics and results of interventions performed in primary and secondary schools in Spain.

Beyond the summarized information three main points of each practice/protocol/intervention are highlighted on the left side of the page. Moreover, the original sources used to create these summaries are presented at the bottom of the page.

# Guía SOS

## Ciberacoso Educadores

01

Detect and obtain preliminary information

02

Assess evidence and decide on an action plan

03

Evaluation, monitoring, prevention

### Contextualization

According to Spanish law schools must instate action protocols in cases of bullying/cyberbullying. Thus, many organizations provide resources to help. This guide is provided by Red.es and presents information on how to act when a case of cyberbullying is detected. The guide is aimed at teachers.

### General description

The protocol is aimed at guiding intervention when cyberbullying is detected and is divided into five phases. It first presents certain characteristics of cyberbullying and then explains measures that should be taken when it occurs. It also highlights the responsibility of the school and relevant legal information. There is an additional document that covers both prevention and intervention focusing on the following: how to detect cyberbullying and grooming, how parents and the school should act and the legal consequences, the issue of digital evidence, how to file a complaint, the consequences for aggressors and advice on the use of new technologies by minors.

### Participants

The material is mainly related to public and private primary and secondary schools in Spain.

### Development of the activity

The five phases that are described in depth in the protocol are the following:

- Detection and obtention of preliminary information
- Assessment of the case, investigation and first proposals for action
- The action plan
- Evaluation and monitoring. The need for prevention
- Information and awareness. The need for prevention

### Results

The protocol has not been evaluated.

For more information:

Red.es (2022). Guía SOS. Ciberacoso Educadores. [SOS Guide. Cyberbullying Educators]. [https://www.google.com/url?q=https://www.is4k.es/sites/default/files/contenidos/recursos/guia\\_sos\\_educadores.pdf&sa=D&source=docs&ust=1670519130350782&usg=AOvVaw3iJ8zDN4XVSD\\_LO1yyNfjD](https://www.google.com/url?q=https://www.is4k.es/sites/default/files/contenidos/recursos/guia_sos_educadores.pdf&sa=D&source=docs&ust=1670519130350782&usg=AOvVaw3iJ8zDN4XVSD_LO1yyNfjD)

Similar resources:

Red.es (2022). Guía de actuación contra el ciberacoso [Guidelines on how to act against cyberbullying]. [https://www.educa2.madrid.org/web/educamadrid/principal/files/a6076d91-b641-4b02-8b7b-346013e272d7/MEC\\_GUIA%20ACTUACION%20CONTRA%20CIBERACOSO.pdf?t=1487774035120](https://www.educa2.madrid.org/web/educamadrid/principal/files/a6076d91-b641-4b02-8b7b-346013e272d7/MEC_GUIA%20ACTUACION%20CONTRA%20CIBERACOSO.pdf?t=1487774035120)

Defensor del Menor en la Comunidad de Madrid (2011). Cyberbullying. Guía de recursos para centros en casos de ciberacoso. [Cyberbullying. Resource guide for schools in cases of cyberbullying]. Madrid: Oficina del defensor del Menor. <http://www.madrid.org/bvirtual/BVCM013909.pdf>

# Action protocol

## Principality of Asturias

01 Organize a team that will investigate and monitor the case

02 Contact the families

03 Report, evaluate, and monitor

### Contextualization

According to Spanish law schools must instate action protocols in cases of bullying/cyberbullying. Thus, many organizations provide resources to help. The Council Government of the Principality of Asturias has also put forward an action protocol for cases of bullying/cyberbullying.

### General description

The document outlines main characteristics of bullying and cyberbullying and presents the steps to be taken in cases of bullying/cyberbullying.

### Participants

Aimed at educational centers except for universities.

### Development of the activity

Steps to be taken:

- Initial meeting and review of situation, preliminary decisions/evaluation of next steps (is it indeed a case of bullying/cyberbullying), organization of a team that will deal with the case, contact with families
- Compilation of additional information, evaluation, adoption of emergency measures
- Action plan if there has been bullying/cyberbullying
- Writing of a report sent to the Educational Inspection Service (service that will support with these cases)
- Follow-up and evaluation of bullying/cyberbullying case
- If appropriate, communication of the situation to other pertinent organizations
- Closing the case, final report

### Results

The protocol has not been evaluated.

For more information:

Circular [Gobierno del Principado de Asturias. Consejería de Educación de Navarra] Por la que se modifican las instrucciones de 16 de marzo de 2018 que regulan la aplicación del protocolo de actuación ante situaciones de posible acoso y ciberacoso escolar en los centros docentes no universitarios del Principado de Asturias. 28 de septiembre de 2022. <https://www.educastur.es/documents/34868/38433/2022-10-circulares-protocolo-acoso-escolar-mod.pdf/046de230-a69b-3bfb-b166-a30d8b155910?t=1664883752447>

# Laguntza

- 01 Organize and train a team of teachers
- 02 Raise awareness in the school and neighborhood
- 03 Organize a peer-mentoring system and sessions in class

## Contextualization

The Laguntza program is supported by the Government of Navarra and aims to help schools with the prevention and intervention of bullying and cyberbullying through training and resources.

## General description

The program was initially implemented in primary schools and was recently extended to secondary schools. The program is based on initially training three or four members of the school such as the director and members of the Coexistence Plan group (a group every school in Spain must have to promote a better school climate). The training allows this group to then raise awareness among other teachers in the school and the whole school community and implement preventive measures that recently also include activities supporting the development of emotional intelligence. The team is also responsible for intervening when bullying/cyberbullying occurs.

## Participants

Teachers and students of participating primary and secondary schools.

## Development of the activity

The team responsible for implementing the program in the school receive a specialized 35-hour training while other teachers receive a 10-hour training. The team must organize and implement various measures against bullying/cyberbullying including measuring bullying/cyberbullying, organizing a peer-mentoring system, organizing sessions on bullying in the classroom, awareness raising through posters in the school and neighborhood. Most importantly, the team is responsible for implementing the action protocol (provided in the document) in the case of bullying/cyberbullying.

## Results

Results are not published but the program started in a few pilot centers and has been applied to more centers in the past years.

For more information (the action plan is presented on page 39-40):

Gobierno de Navarra. Asesoría de Convivencia del Departamento de Educación (2021). Programa Laguntza [Laguntza/Help Program]. Educación Navarra. [https://www.educacion.navarra.es/documents/27590/900859/2\\_LAGUNTZA+Cast.pdf/3e98440f-7b54-46e8-b81a-4ec5d2e7448b](https://www.educacion.navarra.es/documents/27590/900859/2_LAGUNTZA+Cast.pdf/3e98440f-7b54-46e8-b81a-4ec5d2e7448b)

# Bizikasi

## Guidelines on how to address a case of cyberbullying

01 Create a team of teachers responsible for cyberbullying prevention/intervention

02 Respond quickly and follow the action protocol when a case of cyberbullying is detected

03 Communicate with and support the cybervictim and their family

### Contextualization

According to Spanish law schools must instate action protocols in cases of bullying/cyberbullying. Thus, many organizations provide resources to help. Bizikasi is an organization created by the Basque Government that provides teachers with training and materials related to intervention in cases of bullying/cyberbullying in the Basque Country, Spain.

### General description

The Bizikasi initiative is based on every school having a team (e.g., the director of the school, the head of studies and the counsellor) that is responsible for any actions related to bullying/cyberbullying. This team is responsible for the resolution of cases of cyberbullying and helps promote a positive school climate and coexistence to prevent other cases of cyberbullying. The aim is to eradicate bullying and cyberbullying in schools and help schools follow the action protocol put forward by the Basque Government.

### Participants

The material is mainly aimed at public and private primary and secondary schools in the Basque Country.

### Development of the activity

The document includes information on cyberbullying, how to intervene, gender violence, legal information, and norms for online behavior. Regarding intervention the following are proposed:

- Respond quickly
- Collect evidence
- If cyberbullying has occurred activate the existing bullying/cyberbullying protocol as stipulated by the law
- When applicable file a complaint to the police or prosecutor
- Be in contact the cybervictim's family and the student
- Be in contact the cyberaggressor's family and the student

Suggestions on how to offer support to the cybervictim and their family are also included.

### Results

The protocol has not been evaluated

For more information:

Gobierno Vasco. Departamento de Educación, Política Lingüística y Cultura (December 2020). Orientaciones para la actuación en los centros educativos ante un caso de ciberbullying. [Guidelines for action in educational centers in a case of cyberbullying.]. BIZIKASI. [https://bizikasi.euskadi.eus/documents/28358704/28394835/CIBERBULLYING\\_CAST.pdf/8b64ca14-45ce-2cb6-c406-f780682f1fee](https://bizikasi.euskadi.eus/documents/28358704/28394835/CIBERBULLYING_CAST.pdf/8b64ca14-45ce-2cb6-c406-f780682f1fee)

Basque Government action protocol (page 13):

Gobierno Vasco. Departamento de Educación, Política Lingüística y Cultura (2020). Guía de actuación en los centros educativos de la CAPV ante el acoso escolar [Guidelines for action in cases of bullying]

[https://bizikasi.euskadi.eus/documents/28358704/28394877/Guia+centros+educativos+ante+acoso+escolar\\_2015.pdf/4cce4803-d9f2-a1a8-1556-7e460f74e90c](https://bizikasi.euskadi.eus/documents/28358704/28394877/Guia+centros+educativos+ante+acoso+escolar_2015.pdf/4cce4803-d9f2-a1a8-1556-7e460f74e90c)

01

Raise awareness on bullying/cyberbullying

Increase safe browsing and

02

decrease personal information sharing

Improve positive behaviors, self-esteem, and

03

empathy, social support

## Contextualization

The Prev@cib program was developed in Valencia, Spain and considers both personal and social factors contributing to cyberbullying. It aims to empower students, parents, and teachers by giving them the tools to intervene in cases of cyberbullying.

## General description

The objectives of the program are the following:

- Increase knowledge on cyberbullying and safe browsing
- Decrease risky online behavior and personal information sharing
- Raise awareness regarding the psychological and legal implications of bullying/cyberbullying for the aggressor, victim, and bystander
- Boost self-esteem, empathy, helping behaviors, and life-satisfaction
- Improve how students perceive teachers' helpfulness/social supportiveness

## Participants

660 students, 12-17-years old students from public schools participated (424 in the experimental and 236 in the control group).

## Development of the activity

The program consists of 10 50-minute sessions with 16 (individual or group) activities in three modules covering the cognitive, attitudinal, and behavioral dimensions of cyberbullying from the perspective of the victim/aggressor/bystander. The three modules are related to: a) information on risk and prevention factors, b) raising awareness/sensitization towards cyberbullying, c) involvement and commitment in prevention and intervention. The program includes audiovisual material for all but the final session in which the students work in groups to develop an anti-cyberbullying campaign. Teachers were trained to guide their students through the program for 10 2-hour sessions.

## Results

- Reduced cybervictimization, cyberaggression, and bullying
- Reduced sharing of personal information on social media and risky online behaviors
- Improved self-esteem, empathy, and the perception regarding receiving help from the teachers and an increase in helping behaviors

### For more information:

Ortega-Barón, J. (2018). Prevención del acoso en adolescentes a través de las nuevas tecnologías de la información y de la comunicación: Programa Prev@cib [Prevention of bullying in teenagers through new information and communication technologies: Prev@cib program] [Doctoral dissertation, University of Valencia]  
<https://roderic.uv.es/bitstream/handle/10550/79858/1%20Tesis%20Roderic%20Jessica%20Ortega.pdf?sequence=1>

01

Raise awareness on the benefits/risks of the Internet and social media

02

Teach internet safety

03

Promote better online interactions

## Contextualization

The ConRed program (Conocer, construir y convivir en la red) was developed in Andalucía, Spain and promotes internet safety and improved online interactions through involvement of the whole community. It is based on the theory that social behaviors are influenced by what is perceived as socially acceptable.

## General description

The program's main objective is to raise awareness and help develop the secure and beneficial use of the Internet and social media within the educational community. This is a summary of the intervention's key points:

- The Internet and social media
- The benefits of internet use and competence
- Risks and advice on correct use (e.g., protection of personal data, internet security, behavior in online interactions)

The program includes sessions organized in class and posters and other material that is distributed in the school to support awareness and continuity.

## Participants

Participants were 875 11–19-year-old students from public schools in Córdoba, Spain (595 in the experimental and 298 in the control group).

## Development of the activity

The program was applied during a three-month period and was based on a series of steps: a) exploring previous knowledge and perceptions of students/teachers/parents on internet use, b) discussing the benefits of social networks, the importance of privacy/identity and risks of unsafe/inappropriate use of social networks, c) promoting positive social behaviors and solidarity, d) discussing coping skills and strategies to resolve problems, and advice on good use of ICTs.

## Results

- Fewer individuals were involved in cyberbullying
- Reduction in the excessive use or risk of addiction
- Decrease in the perceived control over personal information shared on social media

For more information:

Del Rey, R., Casas, J. A., & Ortega-Ruiz, R. (2012). El programa ConRed, una práctica basada en la evidencia.[The ConRed program, an evidence-based practice] *Revista Científica de Comunicación y Educación*, 20(39), 129-138. <http://dx.doi.org/10.3916/C39-2012-03-03>

# Cyberprogram 2.0

01 Raise awareness on bullying/cyberbullying

Teach guidelines related to prevention and intervention

02

Develop communication and empathy

03

## Contextualization

Cyberprogram 2.0 was developed in the Basque Country, Spain. It is an antibullying program aiming to prevent and/or intervene in bullying and cyberbullying behaviors.

## General description

The program is developed for teenagers and the most recent version of the program includes material for one-hour long weekly sessions and a videogame.

The four objectives of the program are to:

- Teach what bullying/cyberbullying is and ponder the roles of the people involved (victim, aggressor, bystander)
- Raise awareness regarding the consequences of bullying/cyberbullying
- Teach guidelines related to both prevention and intervention
- Develop communication, empathy and other skills discouraging such behaviors

## Participants

The most recent study included 176 13–15-year-old teenagers from public and a private school in northern Spain (93 in the experimental, 83 in the control group).

## Development of the activity

The program includes 25 activities distributed across 3 modules: a) conceptualization of bullying/cyberbullying and identification of roles, b) awareness of consequences/responsibilities/rights, c) strategies to prevent/cope with bullying/cyberbullying either as a victim or bystander.

Activities consist of three parts: a) introduction of the objectives, often accompanied by a short video, b) work in small groups, c) class debate/reflection. The videogame is used at the end of the program, is multilingual (Spanish, Basque and English) and includes 120 questions about topics such as computer technology and safety.

## Results

- Reduction in bullying/cyberbullying, in aggressive behaviors, and in the use of aggressive conflict-resolution strategies
- Increase in cooperative conflict-resolution, positive social behaviors, self-esteem, and empathy

### For more information:

Garaigordobil, M., and Martínez-Valderrey, V. (2016). Cybereduca Cooperativo 2.0. Juego Para la Prevención del Bullying y Cyberbullying [Cooperative Cybereduca 2.0. A Videogame to Prevent and Reduce Bullying and Cyberbullying]. Available online at: <http://www.cybereduca.com>

Garaigordobil, M., & Martínez-Valderrey, V. (2018). Technological resources to prevent cyberbullying during adolescence: The cyberprogram 2.0 program and the cooperative cybereduca 2.0 videogame. *Frontiers in psychology*, 9: 745. <https://doi.org/10.3389/fpsyg.2018.00745>



# TEI program

## Tutoría entre iguales

01 Raise awareness on bullying/cyberbullying

02 Use peer-tutoring to improve school climate

03 Develop emotional intelligence and problem-solving skills

### Contextualization

The program is a peer-tutoring intervention focused on bullying/cyberbullying. It is based on the idea that behavior depends on what is considered socially acceptable and develops emotional intelligence and problem-solving strategies.

### General description

This peer-tutoring intervention requires the commitment of the whole school community. It focuses on reducing bullying/cyberbullying and improving school climate.

### Participants

2057 11–16-year-old students participated in the study (987 in the experimental and 1070 in the control group). In the experimental group 496 third-year students were tutors of 491 first year tutees.

### Development of the activity

The program is developed in the following stages:

1. Awareness-raising regarding the intervention throughout the school. Families are informed and encouraged to be involved (they are trained on detection and intervention in cases of harassment/victimization).
2. Teacher training (30 hours, 10 hours in person, 20 hours virtual). A team is formed to lead the intervention within each school.
3. Student tutor training (initially: three 1-hour sessions focused on tutor qualities and functions, empathy and problem solving, then 1-hour sessions with teachers to follow up on implementation).
4. Pairing students: performed by teachers based on age (max 2-year difference) and interpersonal skills.
5. Intervention development. Pair training through different types of activities (cohesion, tutorial, specific training: 9 1-hour sessions focused on developing a specific skill, e.g., emotional self-knowledge, emotional regulation, social competences, positive use of ICTs).
6. Closing. Diplomas awarded to all participants (students, teachers, families)

### Results

- Reduction in bullying behavior, peer victimization, fighting, cyberbullying and cybervictimization
- Improvement in factors related to school climate

For more information:

Ferrer-Cascales, R., Albaladejo-Blázquez, N., Sánchez-SanSegundo, M., Portilla-Tamarit, I., Lordan, O., & Ruiz-Robledillo, N. (2019). Effectiveness of the TEI program for bullying and cyberbullying reduction and school climate improvement. *International Journal of Environmental Research and Public Health*, 16(4), 80. <https://doi.org/10.3390/ijerph16040580>

# Convivir en un mundo real y digital

01 Teach safe internet and social media use to students/families/teachers

02 Raise awareness to improve cyberbullying detection/intervention by families/teachers

03 Develop students' personal/social skills

## Contextualization

The program was designed based on a needs analysis carried out with 55 teachers and 156 parents and is for primary school students. It is aimed at improving coexistence in the real and digital world.

## General description

The objective is to inform the school community about safety and good use of the Internet and social media. The program is aimed at the last four grades of primary school and includes fifteen activities per grade as well as training for teachers and families. It is based on the development of technological and of personal/social skills. The activities are integrated in the school curriculum as part of social sciences, natural sciences, and Spanish language classes.

## Participants

159 8–12-year-old primary students participated (77 in the experimental and 82 in the control group).

## Development of the activity

The program included teacher training performed by the researchers in three 2-hour sessions focused on: a) the use of ICT by young people, risky behavior, cyberbullying, b) how to detect cyberbullying, risk factors, and prevention, c) what to do when cyberbullying occurs.

The program also included three 2-hour sessions for the families focused on: a) ICT use by young people, benefits, bad use, risks and cyberbullying, b) how to prevent cyberbullying, parental supervision, criminal liability of minors, c) symptoms to look out for, what to do when cyberbullying occurs, tools and resources to learn more about cyberbullying. The sessions were split into an information and a debate component.

The student program included 15 15–20-minute activities per grade with different approaches: individual activities, brainstorming, case studies, guided debate.

## Results

- Improvement of technological skills and safe Internet/social media use
- Improvement in teachers' / families' supervision of Internet and digital environments use
- Improvements in emotional self-awareness/problem-solving

### For more information:

Flores Buils, R., Caballer Miedes, A., & Romero Oliver, M. (2020). Efecto de un programa de prevención de ciberacoso integrado en el currículum escolar de Educación Primaria. [Effect of a cyberbullying prevention program integrated in the primary school curriculum] *Revista de Psicodidáctica*, 25(1), 23-29. <https://doi.org/10.1016/j.psicod.2019.08.001>

# CIE program

- 01 Develop emotional intelligence, self-control, social skills
- 02 Improve interpersonal relations and provide conflict-resolution strategies
- 03 Prevent cyberbullying and improve intervention

## Contextualization

The CIE program (Convivencia e Inteligencia Emocional) focuses on coexistence and emotional intelligence and was developed in Murcia, Spain to prevent cyberbullying and improve intervention when it occurs.

## General description

The aim is to develop emotional intelligence thus improving interpersonal relations in schools and providing conflict resolution strategies. It includes strategies oriented towards aggressors (anger management), victims (defense and coping strategies) and all students (developing self-knowledge, self-control, empathy, self-motivation, and social skills).

## Participants

189 11–15-year-old secondary school students participated. All participants were part of the experimental group, there was no control group.

## Development of the activity

5 50-minute sessions were organized in class every two weeks. Each session was dedicated to one of the following skills: self-knowledge, self-control, empathy, self-motivation, and social skills.

Each session included a theoretical and practical part with collaborative activities that are performed in a virtual classroom. The structure of each session is the following: theoretical part, explanation of activities, activities, debate, and conclusions.

## Results

- Reduction in cyberaggression and cybervictimization
- Non-significant increase in measures related to emotional intelligence

For more information:

Carbonell Bernal, N., & Cerezo Ramírez, C. (2019). El programa CIE: Intervención en ciberacoso escolar mediante el desarrollo de la Inteligencia Emocional.[The CIE program: Intervention in school cyberbullying through the development of Emotional Intelligence] *European Journal of Health Research:(EJHR)*, 5(1), 39-49. <https://doi.org/10.30552/ejhr.v5i1.136>

# Asegúrate

- 01 Raise awareness regarding the risks of internet, social media use and addiction
- 02 Improve online interactions
- 03 Raise awareness regarding cyberbullying and sexting

## Contextualization

The program was designed in Andalusia, Spain, to improve prevention and intervention in cases of bullying/cyberbullying and to reduce other risks in online environments. It was designed for primary and secondary schools though the evaluation of the program was performed in primary schools.

## General description

The program firstly raises awareness regarding social media/online environments in the whole school community and trains teachers/families. Teachers then organize sessions with their students based on a manual.

## Participants

211 9-13-year-old primary school students participated (116 in the quasi-experimental and 95 in the control group; schools chose their group).

## Development of the activity

The program includes two sets of sessions depending on students' age. Sessions focus on reflecting upon situations related to cyberbullying, more specifically students: a) discuss online communication, b) reflect on time spent online/addiction, c) discuss cyberbullying/negative effects, d) discuss what children want to be when they grow up, how this relates to their online behavior, e) discuss online etiquette/social rules, f) reflect upon messages they share online, g) raise awareness on what online friendship means, h) raise awareness regarding sexting and its risks.

Each session develops around five related activities: a) *Trending topic*-used as an ice-breaker, b) *My profile*-used to make participants think about their own online behavior in relation to the first activity, c) *Stop and think*-analyze why minors act the way they do, d) *I like/dislike*-promotes reflection/identification of positive/negative aspects of online behavior, e) *Sharing*- is the final activity leading to a conclusion and commitment to improve online behavior.

## Results

- Reduction in cybervictims/cyberbullies in the quasiexperimental but not the control group (though initially groups were not matched on these measures)

For more information:

Estévez Cordero, M. (2021). Acoso escolar y ciberacoso en educación primaria: prevalencia e intervención psicoeducativa. [School bullying and cyberbullying in primary school: prevalence and psychoeducational intervention] [Doctoral dissertation, Universidad de Sevilla]. <https://idus.us.es/handle/11441/127844>