

CYBERMEDI@TORS: SOCIAL AND  
EDUCATIONAL LEARNING TO DEAL WITH  
CYBERBULLING

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# Action Protocols

## Greece



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# Anatol Pikas' method (Shared Concern method)

- 01 Prevention & intervention
- 02 Implementation level - Individual
- 03 Discussion and group discussion

## Contextualization

This method is part of the manual that has been prepared in the framework of the Actions "Development and operation of the network for information, training, prevention and response to the phenomena school violence and bullying phenomena" which are included in Priority Axes 1, 2 and 3 of the Operational Programme "Education and Lifelong Learning", NSRF 2007-2013 and in the general framework of the initiatives of the Ministry of Education and Culture for the prevention and School Violence and Bullying. The project is co-funded by the European Union (European Community

European Community Fund) and from national resources. It is implemented by the Special Service for the Implementation of Educational Actions (SEED) of the Ministry of Culture, Education and Religious Affairs in partnership with the Institute of Computer Technology & Publishing Institute 'DIOPHANTOS'.

Proposal and Operating Bodies: General Directorate of Primary and Secondary Education.

## General description

This method was created by the Swedish psychologist Anatol Pikas and concerns the process of intervention with "victims" and "bullies". The method is based on an individualized approach through discussions with each person, but also in group discussions. The method consists of six stages.

## Participants

Students of any educational level

## Development of the activity

The six steps of the method:

- A) Detection of a bullying incident: information about the information about the people involved, the incident, the consequences for the "victim".

For more information:

Οδηγός διαχείρισης περιστατικών σχολικής βίας και εκφοβισμού (February 2015). Retrieved from [https://stop-bullying.sch.gr/wp-content/uploads/2015/10/odigos\\_diaxeirisis\\_peristikwn.pdf](https://stop-bullying.sch.gr/wp-content/uploads/2015/10/odigos_diaxeirisis_peristikwn.pdf)

- 01 Prevention & intervention
- B) Identification of those directly involved and the supporters in the incident. Individual meetings with each person and raising awareness as to the consequences of the incident and as to participation in the resolution and repair of harm.
- 02 Implementation level - Individual
- C) Discussion with the "victim" after conducting the interviews with the "bullies". Informing the "victim" that the "bullies" are willing to cooperate.
- D) Individual meetings with the "bullies" to recheck progress on damage repair. If progress is made, a group meeting is organised with the participation of the persons involved to develop training information material and a training curriculum involved in the incident.
- 03 Discussion and group discussion
- E) Invitation for the participation of the 'victim' in the final Invitation of the "victim" to participate in the final meeting. Ensuring his/her satisfaction. Publicise the conclusion of the incident and the bullying behaviour.
- F) In the event that the "victim" somehow caused the bullying behaviour, the coordinator shall act as a mediator. with a view to the parties reaching an agreement on how behaviour.

### Results

The method has been proposed to be implemented, however no results have been found.

For more information:

Οδηγός διαχείρισης περιστατικών σχολικής βίας και εκφοβισμού (February 2015). Retrieved from [https://stop-bullying.sch.gr/wp-content/uploads/2015/10/odigos\\_diaxeirisis\\_peristatikwn.pdf](https://stop-bullying.sch.gr/wp-content/uploads/2015/10/odigos_diaxeirisis_peristatikwn.pdf)

# The No Blame Approach

- 01 Prevention & intervention
- 02 Implementation level – Individua or Group
- 03 Taking responsibility

## Contextualization

This method is part of the the manual that has been prepared in the framework of the Actions "Development and operation of the network for information, training, prevention and response to the phenomena school violence and bullying phenomena" which are included in Priority Axes 1, 2 and 3 of the Operational Programme "Education and Lifelong Learning", NSRF 2007-2013 and in the general framework of the initiatives of the Ministry of Education and Culture for the prevention and School Violence and Bullying. The project is co-funded by the European Union (European Community Fund) and from national resources. It is implemented by the Special Service for the Implementation of Educational Actions (SEE ED) of the Ministry of Culture, Education and Religious Affairs in partnership with the Institute of Computer Technology & Publishing Institute 'DIOPHANTOS'.

Proposal and Operating Bodies: General Directorate of Primary and Secondary Education.

## General description

This method is based on the principles of A.Pikas' method (see Protocol 1) and has the following basic characteristics: avoiding blame, encouraging empathy, diffusing responsibility, solving the problem. In summary, the method consists of 7 stages.

## Participants

Students of any educational level

## Development of the activity

The seven stages:

1. Discussion with the "victim" about the effects of violence/bullying.
2. Organizing a group meeting with the people involved and 2. organizing a group meeting with the "bullies" and other student supporters.
3. Description and analysis of the problem by the coordinator
4. Diffusion of responsibility. Avoiding punishment, working together to solve the problem solving the problem.
5. Brainstorming ideas for remediation.
6. Closing the meeting. The facilitator stresses the joint responsibility of the participants to solve the problem.
7. Feedback meeting.

## Results

The method has been proposed to be implemented, however no results have been found.

For more information:

Οδηγός διαχείρισης περιστατικών σχολικής βίας και εκφοβισμού (February 2015). Retrieved from [https://stop-bullying.sch.gr/wp-content/uploads/2015/10/odigos\\_diaxeirisis\\_peristatikwn.pdf](https://stop-bullying.sch.gr/wp-content/uploads/2015/10/odigos_diaxeirisis_peristatikwn.pdf)

# School Mediation or Peer Mediation

01 Raising awareness

02 Education & Skills development

03 Prevention & intervention

## Contextualization

This method is part of the the manual that has been prepared in the framework of the Actions "Development and operation of the network for information, training, prevention and response to the phenomena school violence and bullying phenomena" which are included in Priority Axes 1, 2 and 3 of the Operational Programme "Education and Lifelong Learning", NSRF 2007-2013 and in the general framework of the initiatives of the Ministry of Education and Culture for the prevention and School Violence and Bullying. The project is co-funded by the European Union (European Community Fund) and from national resources. It is implemented by the Special Service for the Implementation of Educational Actions (SEE ED) of the Ministry of Culture, Education and Religious Affairs in partnership with the Institute of Computer Technology & Publishing Institute 'DIOPHANTOS'.

Proposal and Operating Bodies: General Directorate of Primary and Secondary Education.

## General description

School mediation or peer mediation is an alternative practice of peaceful conflict resolution based on the principles and values of restorative justice. Peer mediation is defined as the process of peacefully resolving a conflict between two or more disagreeing students with the assistance of a third and neutral student - the mediator, through a structured process, with the active participation and direct communication of the parties and with the aim of finding a constructive resolution of a consensual resolution of the disagreement.

## Participants

School teachers and students

## Development of the activity

In this context, emphasis is placed on the expression of needs and of the needs and feelings of people who have an active participation in the process, which aims, among other things, to satisfy the sense of win-win.

## Results

The mediation is already implemented in many schools in Greece. One of them is the 3<sup>rd</sup> Gymnasium in Rethymno, Crete.

The method/program of school mediation has been we institutionalized it by included it in the Internal Regulation of the School since 2018. Each year a team of three teachers is responsible for the programme. One person was responsible for the training of student-mediators in communicative Best Practices, active listening, empathy and techniques for recognizing emotions and managing conflict and anger, using techniques of representation, dramatization, role-playing and the simple and very functional discussion circle.

All of this, helped to train the teachers of the school, at the same time and to be able to continue in the same way to train other mediators.

The results are excellent, starting with the fact that our entire student community knows what School Mediation is and how it is implemented. The rule of thumb is that those students who experience the process first hand , either in the role of mediator or on the side of the parties involved, win. This, progressively and if mediation is systematically applied, spreads beneficially throughout the school community and creates a new rationale for human relations.

A typical number of mediations in a normal school year is about 20 to 25. Negatively affected, of course, has been the disruption of school normality.

For more information:

Ίδρυμα Θεμιστοκλή και Δημήτρη Τσάτσου – Κέντρο Ευρωπαϊκού Συνταγματικού Δικαίου (February 2015), Οδηγός διαχείρισης περιστατικών σχολικής βίας και εκφοβισμού Retrieved from [https://stop-bullying.sch.gr/wp-content/uploads/2015/10/odigos\\_diaxeirisis\\_peristatikwn.pdf](https://stop-bullying.sch.gr/wp-content/uploads/2015/10/odigos_diaxeirisis_peristatikwn.pdf)

Κάλλι Κουκλινού (13 March 2022) «ΣΧΟΛΙΚΗ ΔΙΑΜΕΣΟΛΑΒΗΣΗ – χτίζοντας γέφυρες επικοινωνίας»\_ Πρόγραμμα Αγωγής Υγείας 2021-2022, online. Retrieved from <https://3gymreth.gr/archives/209017>

# Safer internet

## Advice on cyberbullying for educators

01 Raising awareness

02 Prevention & intervention

03 Guidelines for students, teachers and parents

### Contextualization

The Saferinternet.gr Awareness Campaign of the Hellenic Internet Safety Centre and the eponymous awareness and vigilance campaign for a safer Internet have been implemented since 2004. The main objectives of Saferinternet.gr are:

- To protect minors from inappropriate or harmful content or inappropriate or harmful behaviour and to promote responsible and safe use of the Internet.
- The empowerment of parents and teachers on Internet safety issues through information, training and appropriate online and printed material.

Saferinternet.gr has been for 13 years the national representative of the Pan-European Network of National Information and Awareness Centres Insafe, with 30 members in all EU Member States, Iceland, Norway and Russia.

### Description

The website includes multiple materials for topics related to bullying and cyberbullying. This also includes documents with advice/suggestions and guidelines on how to act in case of a cyberbullying case when you are a student, a parent or an educator.

### Participants

Students of all levels, parents and educators.

### Development of the activity

#### Some general guidelines for students:

1. Always respect others - be careful what you post on the Internet and what pictures you send.
2. "Think before you post": anything you post on the Internet can become public very quickly and could stay there forever.
3. Treat your passwords as your own toothbrush: keep them for yourself. Give your mobile phone number or your personal website address only to friends you trust.
4. Block the abuser: learn how to -block or report anyone who is behaving badly.
5. Don't respond, don't retaliate!
6. Keep the evidence: learn how to keep a record of offensive SMS or emails, pictures or conversations.
7. Talk about cyberbullying:

- To a trusted adult or to the Helpline [www.help-line.gr](http://www.help-line.gr), by phone or email.
- To the service provider: Check the reporting tools provided by the website.
- At your school: your teachers can help you. Don't just sit back and do nothing!

If you become aware of a cyberbullying incident support the victim and report the bullying.

Think: how would you feel if you were the victim and no one was around to support you?

*Some general guidelines for parents and teachers:*

1. Stay alert for signs: your child can be both a bully and a victim of cyberbullying. Be alert if your child seems upset after using the internet or mobile phone. Such a situation may include odd comments or changes in relationships with friends. It is possible that your children are reluctant to talk or are secretive about their online activities or cell phone use.
2. Talk to your children and understand the ways in which they use the Internet and mobile phones. Read the 7 key messages for children and young people (See above) to start such a conversation.
3. Use the tools provided by the websites and activate existing security settings.
4. Remind children that we do not retaliate.
5. Keep evidence of offensive SMS messages, emails or conversations.
6. Report cyberbullying:
  - Contact the child's school Contact your child's school if the incident involves a student, If your child's school report involves a bully, if the child's bully is involved, the school can take immediate and appropriate action.
  - If the child's school is involved, contact the provider of the school to take appropriate action. Contact your service provider.
  - If the incident is serious and has a criminal offence has been committed, you should consider contacting the police.

## Results

The guidelines have been proposed to be used, however no results have been found.

For more information:

Saferinternet.gr (2023). Website: [www.saferinternet.gr](http://www.saferinternet.gr)