

# 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\\_LO1vyNfjD](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_LO1vyNfjD)

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

02

Increase safe browsing and decrease personal information sharing

03

Improve positive behaviors, self-esteem, and 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>