Case study – cyberbully

**Annotation:** The cyberbullying case described below, which took place at a Czech primary school in 2018, can be used as a model for other educational institutions where there is a high risk of cyberbullying and similar pathologies.

## Detailed description of the case

Cyberbullying is often accompanied by classical bullying. And in this way, the described cyberbullying case also began. A class teacher (in grade 7) suspected physical bullying in her class. The headmaster ordered the situation in 7th class to be monitored more closely, strengthened supervision in the school corridors during breaks and free hours. Everything suggested that the suspicion of bullying was a mistake. To be sure, the ICT school methodologist has also explored publicly available social networks, especially Instagram. Some 7th grade students had a public Instagram profile, which enabled the ICT school methodologist to see their activity on this network. Several 7th grade pupils had video recordings of their classmate's physical assault on their profiles. This pupil was often physically challenged by a classmate and others in the class recorded these battles on their mobile phones and immediately shared them on Instagram's social network. Who did not see the battle live in 7th class could see it basically online or soon on Instagram. Especially pupils from other grades of the same elementary school watched the videos, and some of them added inappropriate comments to the videos approving violence. The ICT school methodologist immediately provided the wrong material. He downloaded the available videos to his computer, made screenshots of users with inappropriate content or inappropriate comments approving of violence to the victim. Inappropriate content was soon reported to Instagram. The case investigation started.

 In the first phase, maximum protection of the victim was ensured. After discussing with the school management and announcing the victim's parents, the victim's parents were suggested that their child stay at home for a few days. As the ICT school methodologist managed to provide sufficient evidence, it was very easy to identify the main aggressor. The aggressor did not deny his guilt, he confessed. The investigation continued as it was necessary to identify accomplices, especially those who recorded and actively shared videos on social networks. This was quite simple, because the digital track is heavily obscured. **The great advantage of finding and securing evidence was the fact that the ICT school methodology is active on social networks, has its own Instagram account, and therefore can easily move around and monitor the activity of other users in this environment.** Without this advantage, the entire case of cyberbullying might not be revealed.

 The school continued to talk to all the actors it divided into active and passive. In particular, the passive actors were those who watched classroom battles or social networks, but did not report them to anyone.

The aggressor had already been punished with bad behavior in the past, and for this reason, the school informed the Czech Police and the Social and Legal Protection of children.

 After a few days, the educational commission sat in the presence of the aggressor's parents and a disciplinary punishment was chosen, which was a reduced level of behavior for the aggressor. **Pupils who recorded, commented, and shared videos were only given an agreement, as their behavior was largely out of school and online.**

After this case, the school's management proceeded to change the school regulations, or to prohibit the use of mobile phones during school lessons. Although the Czech School Inspectorate does not like this ban, it is tolerated because it is derived from previous bullying. The aim of this ban was to create a safer environment for pupils and teachers as well as minimize the occurrence of cyberbullying and similar pathologies. Then, based on this experience, a cyberbullying crisis scenario was developed, consisting mainly in the possibility of moving on social networks and the possibility to provide evidence in the online environment. **Often, schools do not know or know how to navigate and move on social networks, so they do not have to intervene effectively in cyberbullying in this environment**. As a security element, **it is advisable to base a universal school Instagram account for these cases.**

In elementary school, where the case of cyberbullying occurred, he changed school rules but also the education plan in which they were situated several topics in the field of digital literacy and prevention of risky behaviour on the Internet. Regular meetings for pupils are held at elementary school. And for teachers there are regular training in new risks and possibilities of the Internet environment and modern digital technologies.