ACTIONS
TO PREVENT AND STOP
BULLYING AND CYBERBULLYING

Erasmus+ Programme - Cooperation for Innovation and the Exchange of Good Practices KA229 - School Exchange Partnerships, 1.09.2020 - 31.08.2022
Project No. 2020-1-IT02-KA229-077818_1
Name of project: CO-Develop E+ Generations
Event host organisation: "A. Gramsci - J. M. Keynes" Upper Secondary School
Place: Via di Reggiana 106, Prato, Italy
Date: 15th -18th November 2021

It's not the violence of the few that scares me, it's the silence of the many. (Martin Luther King)

How was the specific Law on Cyberbullying introduced in Italy?

Law 71 of 2017

Regulation for the safeguarding of minors and the prevention and the fight against bullying and cyberbullying

On January 5th, 2013, **Carolina Picchio**, a 14-year-old girl from Novara, took her own life following the release of a video depicting her unconscious because she drank too much alcohol while some boys simulated sexual intercourses with her.

The introduction of Law 71 is undoubtedly linked to the debate born from this tragic story and the commitment of Carolina's father who on May 17th, 2017, shortly after the unanimous approval of the law declared:

"I cannot deny that I am deeply moved: no one can give me back my daughter, but this law is for her."
Paolo Picchio

THE SPIRIT OF LAW

The law protects minors in order to prevent and combat the phenomenon of cyberbullying, <u>protecting the right of new generations to safe, positive and free surfing the internet</u>.

This legislation was designed right from the beginning not only to protect the victims, but also for the right of redemption of those children who, often unconsciously, damage their peers through digital platforms.

The aim of the law is therefore **<u>to educate our children into responsible digital citizenship</u>**, preventing, opposing and ultimately reporting cases of cyberbullying.

WHAT DOES LAW 71 PROVIDE FOR, and what have we done?

- The **teacher in charge** of cyberbullying: each school must appoint among its teachers a person in charge with the task of coordinating prevention and fight against bullying and cyberbullying initiatives, of collaborating with of local police forces, associations and youth centers.

WHAT DOES LAW 71 PROVIDE FOR, and what have we done?

- set up an **Anti-bullying Team**, consisting of the Headteacher, the people in charge of preventing and fighting against this phenomenon, the digital promoter and other qualified figures
- set up an **Emergency Team** that includes, in addition to the members of the anti-bullying team, professional figures such as psychologists, pedagogists or professionals from the health-care sector
- update the **Educational Co-responsibility Agreement** with actions of prevention and fight against the phenomena of bullying and cyberbullying planned in the school, shared and signed by parents

WHAT DOES LAW 71 PROVIDE FOR, and what have we done?

- create **a page on our website dedicated to bullying and cyberbullying**, where students, parents and teachers find useful information on the topic

- prepare an **initial report form** of the alleged cases of bullying and cyberbullying, that is within everyone's reach

- integrate the School Regulations with a **specific procedure** to follow in cases of alleged bullying and/or cyberbullying.

TRAINING AND PEER EDUCATION

Each school must provide **specific training for teachers** on the issues of bullying and cyberbullying, as well as **awareness raising campaigns for students and families on the correct and responsible use of ICT**.

Older students undertake an active role in **peer education activities**, in structuring actions to prevent and combat bullying and cyberbullying.

OUR PROJECTS

&

OUR APPROACH

STEREOTYPES & HATE SPEECH
PROJECTS AND WORKSHOPS
FOR OUR STUDENTS

You can count on us and **START**: from 2018 up to now, through several projects, we propose workshops, for 1st and 2nd year students, organised in collaboration with the expert trainers of the non-profit organization COSPE, aimed at strengthening children's critical thinking and breaking down stereotypes that are often the cause of discriminating ways of thinking.

No Trap! project: from 2017 to 2019, in collaboration with the *EbiCO* spin-off of the University of Florence, we proposed the 1st and 2nd year students raising awareness workshops on these topics.

Our approach:
prevention & education

Of the utmost importance is the training of our **peer tutors**, 3rd and 4th year students, who attend specific training on the dynamics of peer education, on ice breaking techniques and on issues of non hostile communication. They welcome and guide 1st year students during the first year of high school.

Peer tutors become proper **"antennas"** able to precociously pick up risky situations that would draw teachers' attention too late.

NON HOSTILE COMMUNICATION: THE MANIFESTO

In November, after creating a relationship based on trust and collaboration with their younger peers who were assigned to them during the initial activities at the beginning of the school year, out tutor students have a meeting with their younger peers and they present and comment on the ten points of the
Manifesto of the non-hostile communication

(A set of good practices, to be implemented as digital citizens, written down in 2018 by the association *Parole O_stili*).

In each class a copy of the poster will be displayed on the wall and it may be useful for further activities planned by teachers.

TEACHER TRAINING

Parents' collaboration is fundamental: the entire educational community is called upon to convey a responsible approach to the use of social media and ICT in general. For this reason, last year we planned a series of four meetings for the parents of our students from held by professionals experts from the counseling group

[Leaflet of the meetings](#)

AND NOW ... LET'S PUT OURSELVES TO THE TEST!

Let's read the <u>document</u> together (it was translated into numerous languages) and then let's choose one of its message and discuss it together, exchange experiences on this topic.

Thank you!

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