



COST Action IS0801, workshop 2:

The legal aspects of cyberbullying

26 May 2010

University of Antwerp - Belgium

cyber
bullying
COST IS 0801

MIOS
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ORGANIZATION

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ACTION DESCRIPTION

COST IS0801 ('Cyberbullying: Coping with negative and enhancing positive uses of new technologies in relationships in educational settings') is a COST Action in the ISCH domain, that began in late October 2008. The Chair of the Action, Professor Peter K. Smith, is at Goldsmiths, University of London (p.smith@gold.ac.uk) and the Vice-Chair is Professor Georges Steffgen, University of Luxembourg.

Cyberbullying refers to bullying and harassment of others by means of new electronic technologies, primarily mobile phones and the internet. There has been much research and action on traditional forms of bullying in schools, with some success, but cyberbullying has arisen and increased in the last five years. Researchers, pupils, parents, teachers, unions, and local, regional and national authorities, are all in various ways grappling with the issues involved in cyberbullying, in consultation with mobile phone companies and internet service providers. There are also positive uses of new technologies for relationships in schools; for example, using a school intranet for peer support services.

COST IS0801 has the aim of sharing expertise on cyberbullying in educational settings, and coping with negative and enhancing positive uses of new technologies. The more detailed objectives are:

- Sharing of developing expertise in the knowledge base and measurement techniques across researchers
- Sharing of input from outside the research community; specifically, from legal experts and from mobile phone companies and internet service providers
- Sharing of already nationally published guidelines, and recommended coping strategies, in different countries, including positive uses of new technologies in the relationships area; moving towards a common set of guidelines applicable for the European Community.
- Increased awareness of the issue, and of the outcomes of the Action, to likely beneficiaries of the Action.

To date (May 2010) the Action has 27 participating COST countries: Austria, Belgium, Bulgaria, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland, Turkey, and United Kingdom. There are six Working Groups taking forward the aims of the action.

The Action Website is at
<http://sites.google.com/site/costis0801/>

The first major workshop of the Action was held in Vilnius, Lithuania, on 22/23 August, 2009. The theme was on the first objective, the sharing of knowledge on cyberbullying. This first workshop was organized by Working Group 1, coordinated by Professor Ersilia Menesini and hosted by Professor Rita Žukauskienė.

WORKSHOP 2

The second major workshop of the Action is to be held in Antwerp, Belgium, on 26 May 2010. This workshop deals with the legal issues regarding cyberbullying, and welcomes researchers, legal experts, police and courts representatives, ISPs and mobile phone companies to 1) describe the general legislative framework for cyberbullying, 2) share their actual experiences and 3) discuss the desirability of legal actions in the context of cyberbullying (in educational settings).

This workshop will, for instance, focus on:

- The way cyberbullying acts can be defined and classified in legal terms (which laws are applicable?).
- Possible legal hiatuses.
- The rights and responsibilities of the parties involved (youngsters, parents, schools, ISPs), legal procedures, legal sanctions. The following questions will, for instance, be addressed:
 - What are the limits of the freedom of speech for students? What are the possible sanctions for (young) cyberbullies? Which legal actions can be undertaken by cyberbullying victims?
 - When can a school legally respond to cyberbullying by disciplining the student (versus freedom of speech)? When must a school respond to cyberbullying (liability, negligence, duty of care...)? When should a school contact, or assist a parent in contacting, law enforcement officials? How is cyberbullying addressed in school rules and policies?
 - What contractual sanctions can ISP include to combat cyberbullying? , When must ISP respond to cyber bullying (liability)? When should ISP/Mobile phone companies inform/cooperate with the police/courts?
 - When should parents consider civil litigation against the bully and parents of the bully? And what are the concrete steps they have to undertake? When are parents responsible for the cyber bullying behavior of their children? And what are the legal consequences/sanctions?
- The desirability and efficacy of legal actions for the prevention of cyberbullying.

- Difficulties experienced by the police/the courts/ISPs and mobile phone companies in addressing cyberbullying
- Other (preventative) actions from police departments, courts, ISPs and mobile phone companies with regard to cyberbullying.

PROGRAMME

REGISTRATION

08.30 - 09.00: Registration

KEYNOTE SPEAKERS

09.00 - 09.30: Welcome (*Peter Smith*)

09.30 - 10.30: The legal framework for cyberbullying (*Sally Kift*)

10.30 - 11.00: Coffee break

11.00 - 12.00: Police experiences with cyberbullying - the Belgian case (*Luc Beirens*)

12.00 - 13.00: ISP and mobile phone companies: rights and responsibilities with regard to cyberbullying (*Paul Durrant*)

13.00 - 14.00: Lunch

POSTER SESSION, WORKSHOPS AND CONCLUDING PLENARY SESSION

14.00 - 15.00: Poster session

15.00 - 16.30: Workshops around posters:
General legal framework 1 (Room M101)
Schools (Room M102)
Police (Room M106)
General legal framework 2 (Room M107)

16.30 - 17.00: Plenary session and discussion

17.00 - 18.00: Reception by the University of Antwerp

KEYNOTES

1. The legal framework for cyberbullying

Sally Kift*, Professor of Law, Queensland University of Technology, Australia

Targets of face-to-face bullying have increasingly turned to the law for redress, and it is likely that targets of cyberbullying will seek to do the same. Generally, the law struggles to keep pace with advances in technology and cyberbullying is no different. This presentation will address the legal framework of broad relevance to cyberbullying, a term which the law generally does not recognize. It will explore the application of legal responses to cyberbullying in schools and will examine how effective the law is likely to be for prevention and intervention, in its criminal and civil aspects.

** Sally Kift is a Professor of Law at the Queensland University of Technology (QUT), Brisbane, Australia, where she has served as Law Faculty Assistant Dean, Teaching & Learning (2001-2006) and QUT's foundational Director, First Year Experience (2006-2007).*

Sally Kift has published widely in student transition, legal education and criminal law, in the latter instance researching the vexed field of power imbalance and the criminal law as evidenced in the areas of sexual assault, domestic violence, stalking, and cyberbullying. Sally has received numerous national and international invitations to speak on issues relating to transition and the first year experience, on the current state of legal education, and on the legal implications of cyberbullying in schools. She is currently a chief investigator (with Campbell, Butler, Slee and Spears) on an Australian Research Council funded project examining an evidence-based approach to the application and reform of law, policy and practice in schools.

2. Police experiences with cyberbullying - the Belgian case

Luc Beirens**, Head of the Federal Computer Crime Unit, Belgium

With the Web2 applications the Internet has become the vehicle for the opinion of every internet user. Where previously one had to own a media concern (newspaper, radio or television station) to be able to reach a large population, nowadays, every citizen in the world with internet access can publish his or her ideas to the entire world. And the internet search engines make it possible that their message will draw the attention of those looking for information on a person or a subject.

Children and adults as well find new buddies in multiuser online gaming environments. Social networks like Facebook have permitted to reestablish old relationships and to create new ones. But conflicts between people in the real world and in cyberspace get their reflection in cyberspace. The availability of integrated cameras and the portability of all the communication devices make the Web2 with its instant messaging systems and geolocation applications, even more the interface between the real world and cyberspace. Our society is with the Web2 confronted with the new phenomena that events get known shortly after they happened and that comments, messages, pictures will never more be forgotten. Due to these phenomena the old and "less important" penal infringements of insults, slander, defamation and harassment get a new aggressive and more damaging dimension. They are no longer just "Words, words, words" that disappear in the air just after the moment they were spoken. No, the victims will be haunted for ever more by everything that was written or published about them.

Although police and justice have in recent years also moved towards investigations in cyberspace, there is still a lot of work to do. The presentation will show how police and justice are organized to work in cyberspace, what the complaints are and what problems we encounter doing cyber investigations.

*** Since 1991, chief superintendent Luc Beirens is engaged in computer forensics and cyber crime investigations. He is head of the Federal Computer Crime Unit of the Federal Police since 2001. Aside consulting his detectives in current cyber crime investigations, he is responsible for the organization, the equipment and the training of Belgian police services concerned with cyber crime investigations.*

As member of the European Working Party on Information Technology Crime (EWPITC) of Interpol since 1995 and the EUROPOL cyber crime expert group since 2001, he is co-author of several documents concerning computer forensics and cyber crime investigations. He lectures in these fields at several police academies and universities.

Luc Beirens is involved in several organizations and platforms that are concerned with ICT forensics, cyber crime combating and e-security. As member of the Belgian governmental Network on Information Security, BelNIS, he is advisor to the Belgian Government concerning the development and implementation of the strategies to protect critical ICT infrastructures. He holds master degrees in criminology and information technology.

<http://www.fedpol.be/>

<http://www.ecops.be/>

3. ISPs and mobile phone companies: rights and responsibilities with regard to cyberbullying

Paul Durrant*, Head of the Internet Service Providers Association of Ireland**

Always on Internet access extended to ubiquitous presence by mobile devices has fundamentally changed expectation of adults and children alike to information availability and social interaction. The business focus of ISPs and Telecom operators is the provision of reliable infrastructure to support the Internet services in an environment where customers have confidence in privacy of their communications and protection of their data. This is supported by telecommunications, data protection, data privacy and e-commerce law. Legislation also recognises potential for criminal misuse of networks and electronic services and supports the demands of national security and law enforcement investigation by allowing access to data through stringently controlled procedures. Cyberbullying falls somewhere between the two areas of law so placing infrastructural providers and police investigators in a dilemma. The presentation examines this balance from the ISPs' perspective.

**** Paul Durrant is General Manager of the Internet Service Providers Association of Ireland. In this role he also manages the ISPAL www.hotline.ie service which responds to suspected illegal content and activities on the Internet. He is a Council Member of EuroISPA the European Association of ISPs organisations. He is a member of the Advisory Council to the Irish Government's Department of Justice, Office for Internet Safety. With 30 years experience in the ICT sector, his roles have spanned consulting in the telecoms infrastructure and e-commerce area, managing digital media production and software systems development, with companies such as IBM Ireland, CACI, MTI and Mason Communications.*

POSTER PRESENTATIONS

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Group 4: General framework II	page 33-38

1. Legal aspects related to cyberbullying: an overview of the Finnish legislation

Minna Anttila, Heli Hätönen, Marjo Kurki, Maritta Välimäki

Department of Nursing Science, University of Turku

Background

Finland is one of the top ten information and communication technology (ICT) use countries in the world (World Economic Forum 2009). ICT use is especially popular on a daily basis for social relationships and information seeking. Unfortunately, various problems have been encountered in Internet use, such as privacy, confidentiality and cyberbullying. Therefore, beside local guidelines, national legislation should regulate ICT use and protect users' well-being. Coherent information is still missing, however, on how the legal provisions in Finland related to ICT use safeguard against cyberbullying.

Aim and research question

To describe how user's well-being has been protected and regulated against cyberbullying in the Finnish legislation.

Methods

The Finnish legislative acts on cyberbullying have been collected using purposive methods. The acts (N=8) included in this analysis concerned ICT users. They were as follows: the Criminal Code, the Act on the Protection of Privacy in Electronic Communications, the Personal Data Act, the Copyright Act, the Child Welfare Act, the Constitution of Finland, the Act on Provision of Information Society Services, and the Act on the Status and Rights of Patients.

Results

The Finnish legislation makes provision for account human rights and electronic communication. Finnish acts concentrate in photographs taken of under-aged children, assistance in actions defined to be illegal, the right to privacy, integrity, personal life and freedom of speech, insults, privacy in communication, copyright violations, and the obligation to maintain secrecy. Cyberbullying was not directly described in these acts.

Discussion

A number of acts in the Finnish legislation related to human rights, childhood and electronic communication have been mentioned. However, no specific act or regulation was found in which aspects of cyberbullying have been legislated for in Finland. In the future, more comprehensive legislation on cyberbullying among ICT users will be needed.

2. Legal aspects of cyberbullying in Spain from researchers' point of view

Juan Calmaestra*, **Joaquín A. Mora-Merchán****, **Rosario Del Rey***,
Rosario Ortega*

**Department of Psychology, University of Cordoba, **Department of Developmental and Educational Psychology, University of Seville*

The widespread use of information technology and communication for children, adolescents and young people has highlighted the importance of knowing the web, the negative and the positive relationships which are developed in it. Between them, cyberbullying has become a phenomenon of great importance. In fact, civil society has been impacted with the uses of internet and mobile phones when they become distributors of bullying episodes. However, this concern does not result in a specific legislation to combat cyberbullying. It has been necessary to use the existing criminal law measures to respond to some of the serious events that have been detected in Spain. In this sense, the Spanish penal code does not include cyberbullying as an offense or fault, but it classified a series of actions that may occur in episodes of cyberbullying such as threats, coercion, insults or slander. Because these actions are reflected in the Spanish rules, several lawsuits on cyberbullying problems have resulted in judgments in which schools and teenagers have been sentenced to pay compensation to victims. Besides the legal action, is necessary to consider specific rules. In Spain there is no government regulation including actions to be developed by schools about cyberbullying. However, it is increasingly common that schools are including specific measures against cyberbullying in their anti-bullying policies. Finally, from civil society and companies, especially related to the world of technologies and the communication, are developing reporting systems and counselling for victims of cyberbullying. In this sense, we can highlight the work done by organizations like "Pantallas Amigas" or "internetsinacoso", trying to be a way of complaining and getting information about cyberbullying. Some telecommunications companies (i.e. Vodafone among others) and social networks are developing several campaigns and measures to intercept and report cyberbullying situations that could happen.

3. Legal aspects of cyberbullying in Poland

Ewa Dziemidowicz , Marta Wojtas

Nobody's Children Foundation

Helpline.org.pl is a joint project of the Nobody's Children Foundation and the Orange Foundation launched in 2007 within the European Commission's "Safer Internet" programme. Helpline.org.pl offers support to young internet users, parents and professionals, who can raise their concerns about various dangerous situations children and young people encounter online. Based on Nobody's Children Foundation's research on cyberbullying and experience in providing assistance a comprehensive guidebook for educators "How to react to cyberbullying" has been developed. The manual connects forms of cyberbullying with law rules they violate and with effective cyberbullying intervention procedures. Action. The most frequent types of cyberbullying such as defamation, invasion of privacy, verbal abuse on the Internet (crude name-calling, humiliating, mocking, intimidating, blackmailing), recording videos and taking photos against the child's will, publishing on the Internet videos, photos and information that humiliate or embarrass the child, identity thefts etc are defined, described and illustrated with appropriate examples and commentary. Emphasized are those aspects of cyberbullying that make it a cause for legal action. Legal aspects. Existing regulations in regard to cyberbullying are presented - how does the law protect children? Differentiation between civil and penal code is made accompanied by examples of how different types of cyberbullying relate to specific law rules. Potential consequences are enumerated and described in detail. Reaction. Review of possible intervention procedures and response options. Using case studies as an example, an outline of relevant and effective intervention strategies in the circumstances of cyberbullying is demonstrated. Presented also are specific reactions and elements of a comprehensive approach addressing cyberbullying.

4. Legal answers to cyber-harassment

Julie Feld

CRID, University of Namur FUNDP/ avocate barreau de Bruxelles

The contribution will focus on the answers provided by the law to the cyber-harassment phenomenon. By legal answers we understand the existing tools for repression. Therefore, the analysis brings us exclusively after the act of cyber-harassment (although one may consider that criminal sanctions may have a preventing effect).

Four types of answers offered by law will be identified.

First of all, we will consider criminal proceedings. These proceedings are aimed to punish the bully and to protect the society. We will see that several offences already provided by criminal law may be used to target cyber-harassment. These offenses are both related to classical harassment, insult or defamation and to cyber-criminality.

Secondly, cyber-harassment shall be analyzed from the victim's point of view. The general regime of liability will offer the victim to be indemnified. Indeed cyber-harassment activities create a "tort" to the victim who is entitled to claim damages. When the cyber bully is a minor, the parental liability regime allows the person injured to hold the parents of that minor financially responsible. Beside this, schools teachers have also a duty to ensure that students do not harm third parties. They may be held responsible if the degree of supervision and monitoring they have provided appear not to be sufficient.

Thirdly, if it has been provided in their agreement prior to the offense, the service provider of the device used for the act of cyber-harassment may prevent the bully to continue using its services. The service provider agreement may be put on hold, temporary or definitely, and access to the forums of blogs where the offense took place may be denied to the bully.

Finally, when the act of cyber-harassment has taken place inside the premises of the school, the pupils may be affected by educational sanctions for violation of internal rules.

This overview will lead us to the assessment of the legal corpus and to the answer of these questions: Does law contain enough tools to reprimand cyber-harassment? Or is it not responding adequately to this new kind of offense and underlines the need that new offenses shall be promulgated?

5. Cyberbullying: Liability in Brazilian Civil Laws

Rafael Scandolaro

Universidade de Passo Fundo

Cyberbullying is a behavioral phenomenon influenced by the modern world's technological development. As a particular sort of bullying that happens in the "virtual space", it is characterized by repeated practice of hostile acts to an individual or a group, with the sole purpose of humiliating the victim. Through devices such as phone messages, emails and postings on websites, the perpetrator insults, spreads false information, invades operating systems and creates many situations that aim to cause the victim to suffer. In Brazil, according to the civil laws, the cyberbullying may produce significant consequences. In first place, the victim may pursue a legal remedy against the individual who's directly responsible for inflicting the harm. In this case, the victim must prove the perpetrator's guilt, such as refers the theory of subjective liability (Article 927, caput of Brazilian Civil Code). User's anonymity, however, often makes it impossible to identify the harasser. That's one of the reasons why there is a juridical discussion about the responsibility of the Internet Service Providers (ISPs). The law experts aren't sure about when the ISPs must respond to cyberbullying. Some of them affirm that's applicable the Strict Liability Principle, because the activity development by the ISPs produce risks that are assumed by themselves, generating the legal obligation to repair the damages caused by cyberbullying incidents. The legal basis for the ISPs' strict liability are the Article 927, single paragraph, of the Brazilian Civil Code and the Article 14 of the Law nº 8.068/1990 (Code of Consumer Protection). In another perspective, some jurists say that ISPs have no obligation to repair the damage caused by cyberbullying acts. According to this theory, there's no connection between the injury and the conduct of these companies, since the tort was produced by a third party. The liability of ISPs isn't satisfactorily implemented in Brazilian regulations. Obviously, the direct author is the first responsible for the publication of offensive material. Perhaps the best solution is to consider that the ISPs have a subsidiary liability, responding for the damages only when isn't possible to identify the real perpetrator.

6. Cyberbullying in Lithuania: is the existing legal framework adequate to manage the problem?

Roma Simulioniene

Psychology Department, Klaipeda University

The poster addresses the question of possible ways to deal with the issue of cyberbullying in the context of existing legal framework in Lithuania. Research during the past 15 years indicates the decreasing rates of traditional bullying in Lithuanian schools, though the problem still exists. The results of only a few studies on cyberbullying show that about 6 to 18% (Valickiene R., Rainiene S., Žukauskiene R., 2009) of senior high school students, and about 30% of 5-8 grades students had been victims of cyberbullying (Simulioniene R., Gedutiene R., Cepiene R., Rugevicius M., 2009). Chatrooms are the most frequently used medium for bullying among younger students, and senior students are being most frequently bullied through text messages and mobile phones. The prevalence rates and reported cases of suicide as the consequence of cyberbullying experience indicate the scale of the problem and the necessity to find the optimal solutions to effectively protect youngsters. Though there are no specific laws dealing with cyberbullying, the already enacted laws can be applied. Different kinds of legal responsibility that can occur in a case of cyberbullying and difficulties of handling cyberbullying complaints are analyzed in the context of existing laws. An example of recently enacted Lithuanian Law for the Protection of Minors against the Detrimental Effects of Public Information is provided together with the problems of the application of this law related to the range of responsibility and issue of human rights. The importance of education and school policies as opposed to legislation to prevent the negative consequences of cyberbullying for the victims as well as perpetrators is discussed on the basis of two examples of cyberbullying experiences which resulted in students deaths.

7. Who is Responsible for Cyberbullying in Latvian Schools?

Vera Boronenko

Institute of Social Investigations, Daugavpils University

In Latvia in 2006 due to the real "hounding" by the classmates, a 12 year old pupil had to quit her studies in the Nordic Gymnasium in Riga (the capital of Latvia). The classmates were teasing her because of her background (the family moved to Riga from Latgale - most depressive region in Latvia). While the girl was ill, they created her false profile containing humiliations in one of on-line social networks. This case was totally new for Latvian defending forces. The staff of Riga Centre for Protection Children's Rights, where the girls' parents asked for the help first of all, in their turn, made a statement to the State Police, which could not help, because the participants of cyberbullying crime were children. Moreover, the owners, etc of the webpage could not be held responsible due to flaws in the legislation. Now, amendments to the law on the press and other forms of the mass media have been proposed, according to which the Internet will be included in the list of electronic media of communication. Hopefully, in the nearest future, it will be possible to hold administration of such webpages responsible. At the moment, it is possible to consider only teachers' and parents' administrative responsibility. However, this case made Latvian community to "look for the guilty". As a result, representatives of Riga Centre for Protection Children's Rights accused the school, because in spite of having two social instructors and a psychologist the problem was not noticed, as well as the administration of the internet on-line social network www.draugiem.lv, which allowed the humiliating texts to stay in the network for a long time. In her turn, Dzintra Kohva, Director of the Nordic Gymnasium, rejects the accusations in the lack responsibility: "None school can ever be responsible for what a pupil does at home, outside or in a Vecriga pub". She holds that it is the general situation in the country, which is responsible for children's aggression - "as long as ministers publicly insult each other, as long as television and internet are full with negative information, nothing will change".

8. Cyberbullying in schools and the law in Australia

Marilyn Campbell*, Des Butler*, Sally Kift*, Phillip Slee & Barbara Spears***

**Queensland University of Technology, **Flinders University*

Cyberbullying - or bullying through the use of technology - is a growing phenomenon which is currently most commonly experienced by young people and the consequences manifested in schools. Cyberbullying shares many of the same attributes as face-to-face bullying such as a power imbalance and a sense of helplessness on the part of the target. Not surprisingly, targets of face-to-face bullying are increasingly turning to the law, and it is likely that targets of cyber bullying may also do so in an appropriate case. Schools in Australia and New Zealand are required to have anti-bullying policies but many have not considered cyberbullying to be in their jurisdiction as cyberspace has no geographical boundaries. This poster examines the various criminal, civil and vilification laws in Australia that may apply to cases of cyber bullying and assesses the likely effectiveness of these laws as a means of redressing that power imbalance between perpetrator and target.

9. Cyberbullying in the UK: Legal aspects and good practice

Magda Marczak, Iain Coyne

The Institute of Work, Health & Organisations, University of Nottingham

This poster outlines the legal, regulatory and good practice framework for controlling cyberbullying in UK educational contexts. Currently, in the UK cyberbullying per se is not a specific criminal offence however it could be a criminal offence under a number of laws including the Protection from Harassment Act (1997), the Malicious Communications Act (1988), Communications Act (2003; s127), Public Order Act (1986), and the Obscene Publications Act (1959). When cyberbullying takes the form of computer hacking then criminal penalties under the Computer Misuse Act (1990) may apply. The Defamation Acts of (1952) and (1996) also deal with material published on the internet. In relation to schools, the School Standards and Framework Act (1998) places a specific duty on state-maintained schools to combat bullying, including ensuring that anti-bullying procedures are in place. The Education (Independent Schools Standards) Regulations (2003) place similar obligations on independent schools. The Education and Inspections Act (2006) contains some legal powers that may relate directly to cyberbullying. Head teachers have the power to regulate the conduct of pupils when not on school premises or not under the control of a member of staff, to 'such an extent as is reasonable'. The act also provides a defence for school staff in confiscating items such as mobile phones from pupils. As well as legal and regulatory aspects, a number of other organisations offer support and advice for teachers, parents, schools and children in relation to cyberbullying. The United Kingdom Council for Child and Internet Safety (UKCCIS) has set up key working groups and Teachernet to help teachers manage the challenges posed by new technology (Byron 2008). Furthermore, the internet safety charity ChildNet International and the DCSF have together produced a range of resources to help parents, carers and youth workers promote 'safe surfing' among children. Finally, the 'Think U Know' and 'Kid Smart' websites, provided by CEOP and ChildNet, respectively, offer guidance, advice and signposting to children around cyberbullying.

10. Regulation and guidelines against cyberbullying in Italian schools

Ersilia Menesini, Annalaura Nocentini

Department of Psychology, University of Florence

In 2007 the Minister for Public Education issued a directive (Direttiva n.5) regarding prevention and intervention programs to combat bullying. Subsequently, to contrast the specific phenomenon of cyberbullying and the negative use of new technologies, a legislative note (N. 30/dip./segr.) was issued on March, 2007. In this case the Minister tried to regulate the use of technological tools at school, considering that the most of the acts are committed in schools. Severe sanctions were established against the use of cell phones during the lessons. Schools' own regulations were recommended by the Minister to monitor students when they use school computers; for example, students should authenticate themselves using a username and password. These aspects could permit to monitor students actions and find illegal acts perpetrated from or, on minors online. The same legislative note introduced "the Social Pact of Co-Responsibility", where not only the students but also their parents are held responsible for the actions carried out by children in schools. Finally, another document (Directive n.104, November 30th, 2007) stated that it's necessary to have the written consent for the diffusion of personal pictures, audio or video records inside the school, according to the Privacy Law Code no.7 (D.L. 196 del 2003). Recently two new measures were proposed (Resolution n.137, September 2009): the first introduced a new subject in the curriculum: "Education to Citizenship" (Educazione alla cittadinanza) which should be devoted to the transmission of legal behaviours, the second re-defined evaluation criteria of the student's behaviour, using negative marks, sanctions and class remedial for students behaving negatively or illegally. The aim of our study is to investigate how much Italian secondary schools have been implementing these rules in their own regulation. The study will be carried out through an investigation on the website where we will consider the percentage of schools in one region (Tuscany) presenting specific regulation on the use of the new technologies or against cyberbullying. Besides a qualitative interview will be carried out with some schools presenting best practices.

11. Investigating Legal Aspects of Cyberbullying Through Survey Methods

Simone Paul

Unit for School and Family Studies; Goldsmiths College, University of London

This study responds to the highlighted need for a standardised measure of bullying and enquiry into cyberbullying, allowing for an evaluation of current anti bullying practices adopted in schools (Office of the Children's Commissioner 2006; Education & Skills Committee 2007). The introduction of new government education initiatives and existing criminal law acknowledge any form of bullying as unacceptable. Some cyberbullying activities are considered an offence under a range of different regulations but application of the law remains unclear. The age of criminal responsibility is 10 years old, and therefore secondary school students can be prosecuted or sanctions imposed to restrict antisocial behaviour. The school community has a duty provide a safe environment for everybody to enjoy (Department for Children, Schools and Families 2007). This responsibility was extended to govern the conduct of students when off site (Education & Inspections Act 2006), and introduced in an effort to combat cyberbullying, which often happens out of school but still affects life in school. Conducting a whole school approach to research supports the need for education providers to protect students from the emergence of cyberbullying. A case study exemplar of a London Academy surveyed bullying in secondary educational settings and explored the complexities of cyberbullying in school based relationships. In addition to investigating the level of awareness and understanding about the legal aspects of cyberbullying with young people. The mixed methods design also enabled a multi level comparison of student perspective as well as global perception. This intervention supported assessment at class level, whereby students engaged in collaborative learning during data collection sessions. An adaptation of the peer nomination method (Salmivalli et al 1996) produced a quantitative level of information for contingency table analysis. Collating questionnaire item responses identified the most common types of bullying behaviour taking place and the extent to which the student population was involved. The qualitative information gained through feedback captured the atmosphere within the school and thematic analysis of materials offered insight into student views on rights and legality of cyberbullying.

12. Laws dealing with school-related cyberbullying in Ireland

Murray Smith

School of Education, Trinity College Dublin

The poster is an overview of the legal situation regarding school-related cyberbullying in the Republic of Ireland. It will show that there is no specific law dealing with this situation; but a number of criminal law and education law provisions, and guidelines given to schools, which implicitly include this behaviour. A number of publications issued by the Office of Internet Safety, an Executive Office of the Department of Justice, Equality and Law Reform, and other bodies, explicitly include this behaviour. Criminal law provisions include, first, those in the Criminal Damage Act, 1991, which deal with the unauthorised accessing of data. Second, the Non-Fatal Offences Against the Person Act, 1997, contains the offence of harassment. Third is the often amended Post Office Amendment Act, 1951, dealing with people sending messages by telephone that are 'grossly offensive, or is indecent, obscene or menacing'. This Education law provisions cover the fact that a school recognised by the Minister of Education has to, under the Education Act, 1998, use its resources to ensure that students' needs are provided for, and promote their 'moral, spiritual, social and personal development'. The Education (Welfare) Act, 2000, obliges schools to have a code of behaviour for their students, including standards of behaviour expected, and the measures to be taken when the students fall short of those standards. The Department of Education and Science issued guidelines to schools on dealing with bullying behaviour in 1993, and a circular to schools on violence in 1999. The Office of Internet Safety and other bodies have jointly issued a number of publications about internet safety. The aim of the poster, as well as to show the present situation in Ireland, is to ask questions about what could be done in the future, in terms of new legal and official measures, enforcement of existing measures, or both.

13. Cyberbullying in the United States: Evolution of Student Rights & Responsibilities vs. School Authority

Tom Jacobs

Retired juvenile/family court judge in Arizona, writer of "Teen Cyberbullying Investigated: Where Do Your Rights End and Consequences Begin"

The recognition of student rights in the United States is a fairly recent and evolving development. For centuries children were considered the "property" of their parents. Then, with the establishment of a juvenile court in 1899, the concept of juvenile justice opened the door to individual rights of children. Sixty years later, the U.S. Supreme Court addressed the rights of minors in the criminal justice system. This led to an expansion of civil rights to minors under the freedoms guaranteed by the First Amendment to the U.S. Constitution (speech, press, association and religion).

The American judicial system is faced with balancing the rights of juveniles in school with the duty and responsibility of schools to provide a safe and productive environment for all. Modern technology via the Internet and other electronic communication devices has given the schoolyard bully a new weapon to wreak havoc on victims. Bullies have gone digital and victims including schools must meet the challenge.

America's answer to the problem thus far has been limited to school discipline (suspension and expulsion), and civil and criminal litigation. The past decade has seen cases of students filing lawsuits against their peers for cyberbullying, and against their teachers, principals and school districts for negligence in not preventing the bullying or for allowing a hostile environment to exist at school. The tables have also turned with teachers and principals suing students who have attacked them online, causing irreparable personal and professional harm.

Retribution and deterrence may not be as effective as education, awareness and ethics. It is proposed that a proactive approach to the problem that includes knowledge and empathy may stem the tide of cyberbullying incidents. Turn the incident into a learning opportunity through victim-impact panels and non-judicial teen courts. After 36 years practicing law in the United States, with 23 of those years as a juvenile court judge, I respectfully submit that our youth learn from being informed and sensitized to the consequences of their acts as opposed to the traditional consequences of community work hours, a fine or even a stint in detention.

14. Teaching children (11-12 year olds) about safer internet use as part of the prevention project “school adoption plan

Nana De Meyer

Local Police Antwerp

“SURF OP SAFE” (SURF SAFELY)

“Surf Safely” is a lesson about safer internet use created for children ages 11-12, and taught by police inspectors. It is part of the school adoption plan “Doe eens normal” (*Act normally!*), which aims at:

- Knowing and getting known: know what is going on amongst youngsters; detect norm violating behavior and intervene when necessary; create a trustful relationship with young people, and act as a central reference point for youngsters in problematic situations.
- Positive image building: create a positive image amongst young people about the role of the police in society.

The lesson “Surf op safe” approaches the subject of safer internet use from the perspective “ children - police”. After this lesson children should:

- know the positive and negative aspects of the internet
- be able to reduce internet related risks (while using Instant Messaging programmes, webcams, weblogs...)
- know the role of the police in case of “misuses” of the internet
- be able to describe what (cyber)bullying is and what the consequences of (cyber)bullying are
- know what to do when they are getting (cyber)bullied
- recognize that they are responsible for their own behaviour.

15. Cyberbullying in school: perspective from a local police force

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Linc, Catholic University of Leuven

Very little empirical work exists on cyberbullying. This paper highlights the issues surrounding cyberbullying and students. Cyberbullying has become a concern that has translated into law in larger and more technologically-matured jurisdictions such as Belgium. The paper gives an overview of the Belgian legislation on electronic communication and online cyberbullying. The author describes an epidemiological survey on this issue and examines the police intervention on cyberbullying. Key questions to be addressed are: What is cyberbullying for the police and how prevalent is cyberbullying? Do students know how to react if they become a victim of a cyberstalker? Most of the times they do not know that the police can help them. Therefore the project *ongewild in beeld* is started. While the media paid considerable media attention to cybercrime and this phenomenon received some academic interest, the focus has largely been on the crime rather than on offenders or victims. Therefore, features of the cyberoffenders are described. Knowledge about classifications of cyberoffenders can increase our ability to manage risk.

16. Cyberbullying and the Greek Legislation

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Cyberspace is the environment where our teenagers live and communicate. Thanks to the extreme development of new technologies new means of communication between children arise. In some of these situations in this second life, it is believed that "the code is the law". Generally speaking the whole issue is like a dipole where the one pole is cyberbullying and the other is the limits of freedom of speech and actions. In Greece there are no laws concerning only the phenomenon of bullying and therefore that of cyberbullying. There are no antibullying policies in schools either. When a youngster is accused for a serious case some general laws are applied. With the appearance of personal computers we had some more laws especially for the copyright of programs and files and the interference in personal data and expansion of the prevention of wiretrapping to the mobile phones. Children until the age of eleven cannot be punished since they are under the parental control. If someone is guilty and less than 18 years and his trial takes place when he is still a teenager he is sent to special institutions as an internee. There are no special penal ratifications for cyberbullies. For the interference of the police in the cases of social networking the hardware which he used has to be in our country. The aim of this poster is to examine each case of cyberbullying (e.g denigration, impersonation, harassment, sending malicious code intentionally, damaging the victim's system or sharing confidential materials, e.t.c.) classify them in legal terms and combining it with the existing legislation to emphasize which laws can be applied.

17. The Questions of Legislating Youths' Cyber Interactions

Abu Mboka

California State University

The Questions of Legislating Youths' Cyber Interactions Governments around the world have long histories of questioning the legitimate contributions of intercommunication technologies to societies' social, cultural, religious, and political development. It seems that the suspicions often develop out of fear that effective communication interactions outside the purview of governments breed irreversible social immoralities and disobediences. The advent of printing press in the mid-fifteenth century, for example, was widely feared that it would dismantle and deinstitutionalize the roles of ecclesiastic libraries and thus corrupt the human minds and promote political uprising. As a result, governments systematically censored and banned books, newspapers and magazines in the names of protecting cultural, religious, and political values. The banning of *A Feast for the Seaweeds* in Egypt and several Arab countries, *Animal Farm* in Russia, *Areopagitica* in the United Kingdom, *Borstal Boy* in Ireland, *Burger's Daughter* in South Africa, *The Death of Lorca* in Spain, *Droll Stories* in Canada, *Fanny Hill* or *Memoirs of a Woman of Pleasure*, *The Federal Mafia*, and *Candide* in the U.S are good examples. Governments have also successfully utilized the need to protect cultural, moral, political, religious and social institutions as justifications to regulate television and radio programs, films and music. In many countries, including Australian, Britain, China, France, Germany, and Saudi Arabia, the internet has been subjected to government scrutiny for the same reasons (Teitelbaum 2002; Kreimer 2006). In the United States and in many parts of Europe, regulatory policies are marketed as legitimate tools for curbing child pornography, minimizing the exposure of minors to harmful and obscene materials, offshore gambling, and protecting social, cultural, economic and religious institutions from acts of immorality (Kreimer 2006). In some countries the internet is portrayed as a symbol of a major departure from traditional ways of life, and an instrument of Americanization and westernization (Teitelbaum 2002). Generally, those who advocate the regulation of the internet believe that the mere presence of a youth in a chat room or on certain social networking site drastically increases that child's exposure to sexual predators and illicit sexual relationships, sexually explicit images and conversations, and face-to-face offline encounters with dangerous strangers. Indeed the science behind these claims is still in its infancy but the intense political exaggeration and media dramatization of the negative aspects and consequences of cyber interactions have overshadowed the positive functions of the internet, especially in the area of cognitive and psychosocial development, educational and cross-cultural experiences, emotional supports and self empowerment, freedom of expression and association, social

dependency, satisfaction and socialization. Thus this paper examines the functions of the internet as a medium of social interactions and communication, compares and contrasts similarities and differences between risk factors associated with youth's offline and online social interactions, and discusses the functions and effects of internet content-control software in relation to youth's developmental and psychosocial needs. It also looks at the effects of legislating cyber interactions on human rights, and critically evaluates some of the noticeable difficulties associated with policing cyber activities and interactions.

18. Cyberbullying in Switzerland: The perspective of legal and political authorities

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The topic of cyberbullying and other cybersafety issues have been discussed within different political departments in Switzerland since 2008. One member of the national council repeatedly raises the topic. On that account the federal council mandated the Swiss federal police to write a report on the current state of knowledge on cyberbullying and to produce recommendations regarding the necessity and urgency of federal activities, including those in the legal field. This report is currently in preparation. The report summarizes the existing activities (e.g. measures by the Swiss criminal prevention institute, the national child protection program or different internet campaigns) and suggests certain legal measures (e.g. regarding the improvement of the criminal statistics). The report shows that the topic of cyberbullying is currently addressed by different political and social agencies and departments and that it is important to coordinate these activities.

19. Investigative issues and results of the fight against cyberbullying carried out by Postal and Communication Service of the Italian National Police

Sergio Staro

Ministero dell'Interno, Italian Postal and Communication Police Service

Italian Postal and Communication Police Service is the Italian specialized police branch in charge of tackling computer crime and computer related crime. In 2006 unknown individuals posted a video on Youtube showing a teenager with Down Syndrome being bullied by a group of classmates. Investigations carried out by this police unit resulted in identification of the students responsible of the violence and of the uploading of the cell phone captured movie clip. Recently, the Milan Penal Court has convicted three Google executives for being responsible of allowing the video to be posted online. They were absolved of defamation but still convicted for violation of privacy laws. The Internet has become an indispensable part of youth daily life. While it is one of the most valuable assets of the century, there is still an increasing concern about potential risks posed by the Net, such as hacking, disclosure of personal information, infringement of property and intellectual rights, harmful contents, Internet addiction and last, but not the least, cyberbullying. The Italian Postal and Communication Police Services actively cooperates with educational institutions such as the Ministries of Education and Youth in promoting security campaigns in schools and through online internet sites. They are aimed to better educate students to the correct and secure use of telecommunication means and to the risks related to their abuse. Sergio Staro is a senior police officer of this specialized police service. He will make some comments on the sentence against Google trying to explain how difficult is balancing the right to freedom of expression and the right to respect for private life. He will also better illustrate the activity of his office against cyberbullying by mentioning case studies and ongoing projects in this fields.

20. Legal aspects of Cyberbullying - Information and Prevention in Germany

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In Germany the knowledge about the phenomenon cyberbullying is still not very disseminated. Furthermore, in Germany still do not exist any laws concerning Bullying or Cyberbullying. Nevertheless, to defend oneself against incidents of Cyberbullying like insults or slanders, other laws often can be applied (see StGB).

Because of that, governmental institutions (p.e. Ministry of Education NRW; Federal Ministry of family, Seniors, Women and Youth; Federal Department for Media Harmful to Young Persons), social institutions for youth subsidized by the state (p.e. Jugendbildungsstätte Bremen, Landesstelle Jugendschutz Niedersachsen, Arbeitsgemeinschaft Kinder- und Jugendschutz (AJS) Landesstelle Nordrhein-Westfalen e.V.) and private institutions (p.e. Unfallkasse Bremen), support the improvement of information through different contributions:

1. Sponsoring websites with information about cyberbullying, legal aspects and safer use of the internet (p.e. www.ajs.nrw.de, www.schauhin-info.de; www.jugendschutz.net; www.klicksafe.de; www.schulministerium.nrw.de/BP/index.html, www.jugendinfo.de)
2. Publishing literature about “ Cyberbullying” (p.e. Landesstelle Jugendschutz Niedersachsen: Cybermobbing und Happy Slapping (2010); Unfallkasse Bremen: Bullying und Cyberbullying in der Schule (2009)).
3. Conferences for teachers (p.e. Conference: Cyberbullying, 6. Juni 2010, AJS NRW) and information events in school for teachers and students given by experts (p.e. lawyers) concerning legal actions against cyberbullying (www.ajs.nrw.de). Furthermore the state Rheinland Pfalz started in 2008 a project “Media Competence at School” (www.medienkompetenz.rlp.de) to implement teachers as “youth media consultants” in schools. Over 350 teachers have been trained as “youth media consultants” since 2008.
4. Online-Help for victims like special e-mail services or chatrooms, to get psychological advice and information about the legal possibilities to deal with the victimization, have been started by institutions like the Jugendbildungsstätte Bremen (www.servicebureau.de) and the Niedersächsische Landesmedienanstalt (NLM) (www.juuuport.de).

21. The potential of co-regulation to address cyberbullying

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Co-regulation is a regulatory strategy which consists of elements of state regulation and elements of self-regulation. Such a strategy entails that different stakeholders are involved in the co-regulatory process: the state, industry actors, and possibly users, consumers or NGOs as well. On the one hand, it has been argued that the adoption of co-regulatory strategies may provide an answer to the documented shortcomings of traditional legislation in an online environment which is global and decentralised by nature. On the other hand, in comparison to self-regulation, which has often been criticised as being unsatisfactorily enforced or being not transparent or accountable enough, co-regulation might provide better safeguards with regard to the achievement of public interest goals and the protection of fundamental rights (such as the protection of minors, freedom of expression, etc.). This is especially the case with regard to delicate issues, where different interests must be weighed up. Cyberbullying might be such an issue. It is the aim of our poster to offer an insight into co-regulation and its potential to address cyberbullying. It is important to address cyberbullying from multiple angles, especially when it occurs in specific environments, such as online social networks. The blurring between 'public' and 'private' in online social networks, the invisibility of audiences and the fact that information in such networks is persistent, replicable, searchable, and visible on a large scale (boyd, 2008) entail that risks, such as cyberbullying, are significantly more complex compared to equivalent offline risks. Co-regulatory strategies, in which different actors - such as the state, industry, parents and educators - cooperate and in which the use of technology and empowerment mechanisms (such as media literacy and education) can be incorporated, may present a sophisticated manner to deal with this increasingly problematic issue.

22. Law provisions for cyber bullying in Greece

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Law provisions for cyber bullying in Greece Incidents of cyberbullying have occurred in Greece as well. In the Greek legal system, provisions of the civil and penal legislation are applicable in case of incidents that are considered to consist the term of cyberbullying. Firstly, . According to the civil legislation, the juvenils who have reached the age of 14 are considered to be responsible for wrongdoings (art. 917 Greek Civil Code). . According to the penal law, penally responsible is the juvenile who has reached the age of 13 (art. 126 Greek Penal Code). In Greece there is not a specific standing statutory context for cyberbullying. . Incidents of cyberbullying are punished according to the penal legislation, mainly by the orders on misdemeanours of revilement (art. 361 Greek Penal Code), defamation (art. 362 Greek Penal Code) and calumnious defamation (art. 363 Greek Penal Code). . In the civil legislation, cyberbullying is probably related to the provisions protecting the insult of the personality (art. 57, 59 Greek Civil Code) and by the provisions concerning wrongdoings (art. 914 f. Greek Civil Code). . Some important orders provisions concerning the incidents of cyberbullying are these being found in the law 2472/1997 that deal with the protection of the personal data. The maintenance of the personal data (eg. video) is prosecuted if it happens without the agreement of the subject. (art. 22 law 2471/1997). Additionally, the article 23 of the same law mentions a compensation for dent. In Greece, the phenomenon of the use of the mobile phones is common for digital or cyberbullying. The formal 132328/?? / 07-12-2006 of the Minister of Education and Religious Affairs bans the use of the mobile phones in schools by the pupils. A pupil of secondary education who carries with him a mobile phone will have to face the penalties of the Presidential Decree 104/1979 (depending on the seriousness of the incident the penalties are: a comment, an objurgation, an endistancement from the lecture, an expulsion up to 3 days, an expulsion up to 5 days and, as a final choice, the change of school environment).

23. Legal Aspects of Cyberbullying in Turkey

Zehra Uçanok*, Yusuf Bayar*, Yeliz Kindap*, Mehmet Sari** Fethi Azakli**

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Most of the countries made legal arrangements to combat with unwanted contents and cyber threats and is still doing studies about this. In Turkey, The Law No. 5651 "To arrange the publications in Internet media and fighting the crimes that are committed using these publications" has been effective since May 23, 2007. With the law 5651, Internet Regulations Department was established under Information and Communication Technologies Authority inside Communications Presidency. This department, began to work on November 23th, 2007. The official justification of the law is that it aims to protect families and children from Internet abuse, namely encouragement of drug use, gambling or suicide, sexual exploitation, etc. It is also claimed that the rapid development of technology has meant that present laws are not comprehensive enough to deal with all possible crimes. The decision to block access will be made by a judge during the investigation, and by a court during prosecution. In urgent cases, a public prosecutor can also decide to block access for 24 hours, pending approval by a judge. In addition, Information and Communication Technologies Authority- Communications Presidency (ICTA CP) has been assigned responsibility for controlling Internet content; in some cases we are also entitled to block access. If we are able to identify the publishers, we are going to file a complaint to State Prosecutor. Turkey's Internet Hotline (<http://www.ihbarweb.org.tr>) for reporting illegal content of internet, has been in service since November 23, 2007. Internet Hotline of Turkey will be a member of International Internet Hotlines Association INHOPE (<http://www.inhope.org>) in the near future. The "Internet Board" has been established as a consultation board which consists of public institutions, internet service provider and related non-governmental organization representatives. Communication Presidency, has prepared a booklet, "Advises for safer use of Internet", for the children and young internet users and it was distributed by the Ministry of Education to the 12 million students at primary and secondary schools. In order to support the awareness and create safer online environment in Turkey; conferences are arranged and contributions are made to international studies. Turkey's awareness website (<http://www.guvenliweb.org.tr>) has been active since May, 2008.

24. Cyber bullying from a Children's Rights Perspective

Wouter Vandenhole

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There are no explicit children's rights or human rights standards on cyber bullying. Neither has a clear qualification been provided in interpretation. In this contribution, it is examined whether the *prohibition of all forms of violence* is comprehensive enough to adequately address cyber bullying.

Human rights law, which children's rights law forms part of, has traditionally focused on the vertical relationship between a state and individuals under its jurisdiction (mainly by being on the territory of the state concerned). It creates obligations incumbent on *states*. The emphasis has been predominantly on *negative* obligations incumbent on the state, i.e. obligations to abstain from action (e.g. abstain from torture or inhuman or degrading treatment, abstain from violence). By recognizing that human rights very often also include positive obligations for states (obligations to take action), *horizontal* relationships, i.e. relationships between individuals, have also come within the purview of human rights law.

However, individuals cannot be held accountable under human rights law. Instead, a state may be held accountable for not offering adequate protection to individuals against other individuals, thereby violating certain human rights. The horizontal effects of human rights law are therefore *indirect*.

The Convention on the Rights of the Child (1989) prohibits all forms of violence against children. The notion of violence has been given a very broad interpretation, including any form of physical or psychological violence. It is of no relevance who the perpetrator is. Similar principles have been elaborated by the European Committee of Social Rights. Bullying, though not cyber bullying, was repeatedly mentioned in the 2006 UN study on violence.

25. Cyberbullying in Slovenia: legal framework and supra-legal initiatives

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Legal responsibility encompasses various types of responsibility according to different disciplines of law. These types of responsibility often do not have a common denominator. For instance, one can be held liable for the damages in civil litigation and at the same time found innocent of crime in criminal procedure. The poster will thus map different types of legal responsibility that can occur in a case of cyberbullying. It will show which types of legal actors can be held responsible for an act of cyberbullying. It will focus on cyberbullying amongst young people, not only because this type of cyberbullying is more frequent, but also because it raises challenging legal questions. Who can be held legally responsible for an act of cyberbullying and for what kind of legal responsibility exactly? Are the responsible agents schools (according to The Slovene Elementary School Act schools have substantial autonomy in conducting disciplinary proceedings against bullies) or parents (according to The Slovenian Code of Obligations parents can be held civil liable for the damages caused by their children) or minors themselves (The Criminal Code and The Minor Offences Act prescribe penalties for younger minors (14-16-years-olds) and older minors (16-18-years-olds) but not children, i.e. minors younger than 14 years)? Besides identifying the responsible subjects and the type of their legal responsibility, the poster will address the question of substantive laws that can be taken into account. Can cyberbullying be subsumed under The Criminal Code incriminations (for instance criminal offences such as "Violent Conduct", "Public Incitement to Hatred, Violence or Intolerance" or offences in the chapter of "Criminal offences against honour and reputation", "Criminal offences against sexual integrity", or even cybercrimes) and/or under The Protection of Public Order Act (for instance an offence of "Violent and Audacious Behaviour")? Finally, the poster will show that the legal framework presents only a small part of the mechanisms that tackle cyberbullying. Therefore, it stress the importance of three hotline initiatives in Slovenia that provide means for anonymous reporting of illegal Internet content and for educating children, teenagers, parents and teachers about perils and opportunities of "cyberspace".

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