



COURSE DESCRIPTION

Cyberbullying: Prevention and Response in Schools

A pupil shows you a screenshot, and what happens in the next ten minutes matters more than any policy document. This week you write your school's protocol for those ten minutes — and test it against what pupils can now generate of one another.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Five days on the three pillars of the EU action plan against cyberbullying, ending in one written incident protocol for your school.

- **Monday** — you place incidents against the three pillars of the EU action plan and name which pillar your school is least prepared for.
- **Tuesday** — you build prevention pupils agree to rather than being told about, and make a short prevention resource of your own.
- **Wednesday** — you work the newer problem — generated images and cloned voices — and where the legal line now sits.
- **Thursday** — you practise the response itself: de-escalating, preserving evidence, and supporting the target, the bystanders and the child doing the bullying.
- **Friday** — you write and test your own school's intervention protocol.

You go home with a written protocol for your school — who is told, in what order, within what time, through which channel — short enough to read in a staff meeting. There is nothing to bring; the course supplies cases for every session — some drawn from published incidents with the names removed, some written for the course.

02 Course description

A pupil shows a teacher a screenshot — a threatening message, a humiliating group chat, a fake account built to mock a classmate. What happens in the next ten minutes usually matters more than anything written in the school's policy. Does this teacher know the difference between stepping in early and making it worse? Is there a clear next step, or does it depend on who happens to be in the staffroom that morning?

The European Commission has an answer with a shape to it. Its action plan against cyberbullying is built on three pillars — protection, prevention and awareness, and reporting and support — and each one asks something different of a school. Underneath it sits machinery a teacher can actually use on the day. Every member state has a Safer Internet Centre, and 116 111 is the child helpline. The Commission is also rolling out an online safety app, so that a young person can report an incident, store and submit the evidence, and get help without an adult having to work out the process from scratch.

The week takes the three pillars in turn and adds the part that has changed fastest: pupils can now generate images and clone voices of each other in minutes, which is a different kind of harm and, increasingly, a different kind of legal matter. Recognition, prevention, protection and the response itself each take a day, and on Friday everything becomes one document.

That document is the point of the week. Not a general commitment to take bullying seriously, but a written protocol for one school: who is told, in what order, within what time, through which channel, and how the evidence is kept. It is short enough to be read in a staff meeting and specific enough to be followed by whoever happens to be there when the screenshot appears.

This course covers harm that happens online, and it ends in a written protocol for your school. How platforms are designed to hold attention, and the default settings they should offer minors, are the work of Digital Literacy: Teaching Students How Platforms Are Designed. Face-to-face conflict, relational aggression inside the room, and the conversations that repair them are covered by *Conflict Management, Emotional Intelligence and Bullying Prevention in Schools*.

03 Learning outcomes

- 01 Place an incident (supplied, or a kind you know from your own school, without names) against the three pillars of the EU action plan, and name which pillar your school is least prepared for.
- 02 Set up prevention that pupils have agreed to rather than been told about, and recognise the signals that appear before an incident is reported.
- 03 Judge an incident involving generated images or a cloned voice: what the school handles, what has to go further, and what the law now says about non-consensual manipulated material.
- 04 Write and test an intervention protocol for your own school — who is told, in what order, within what time, through which channel, and how evidence is preserved.

04 Methodology

The EU's Own Structure, Not a House Model

The week is built on the three pillars of the European Commission's action plan against cyberbullying and on the channels that exist underneath it, so what participants take home connects to services that are already running in their own country.

Realistic Scenarios, Not Generalities

Published and constructed incidents, role-play from the bystander's position, and case studies involving generated material — participants decide responses under the same ambiguity a real morning provides, rather than discussing bullying in general. Role-plays are optional and can be joined as an observer; no one is asked to share personal experience.

The Week Produces One Document

Everything converges on a written intervention protocol for the participant's own school, tested by colleagues against a live scenario before it is taken home.

05 Daily programme

Day 1

Recognising It, and the Plan Behind the Response

- **Icebreaker:** "Digital Footprint Circle" — in pairs, participants map the platforms their own students use most, surfacing where cyberbullying actually happens before the course frames it theoretically
 - Presentations of participants' schools
 - **The forms it takes:** exclusion, impersonation, fake accounts, sustained group-chat pressure, image-based harassment — and how differently each one looks from the outside
 - **The European Commission's action plan against cyberbullying:** its three pillars — protection, prevention and awareness, and reporting and support — and what each one asks of a school
 - **Working session:** each participant places two incidents — supplied by the course, or a kind of incident you know from your own school, described without names — against the three pillars and names the pillar their school is least prepared for
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Day 2

Prevention: The Work That Happens Before Anything Does

- **Warm-up:** "Agreed or announced?" — in pairs, sort a few classroom expectations into ones pupils helped agree and ones simply announced to them, and predict which last longer; it opens the day on prevention
 - **What prevention actually consists of:** norms agreed with a class rather than announced to it, and the behaviour signals that tend to appear before an incident is ever reported
 - **Short film screening and discussion:** the cost seen from three sides — the target, the bystander and the child doing the bullying
 - Making a prevention resource, starting from the #NotOnOurFeed toolkit: participants build a short visual narrative on cyberbullying — on a device or as a paper storyboard — of the kind they can produce with their own class
 - Peer feedback on the visual narratives, judged on whether a pupil of the age you teach would sit through them
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Day 3

Protection: Deepfakes, Cloned Voices and Where the Line Now Sits

- What pupils can now make of each other in minutes — a face in a photograph they never posed for, a voice saying something never said — and why "do not share photos" no longer covers the risk
- **Where the legal line moved:** Directive (EU) 2024/1385 requires member states to criminalise non-consensual intimate or manipulated material, including sexualised deepfakes, with national law due by June 2027 (Denmark is not bound by it)

- **Labelling and evidence:** what the EU AI Act's transparency rules, applying from August 2026, ask of providers and deployers of generated content (with marking phased in for older systems), and why a screenshot on its own is a weak record
- **Case-study analysis:** incidents involving generated material, some published with the names removed and some constructed — deciding for each whether it is a classroom matter, a safeguarding matter or a police matter
- What to say to the parents of both children, and what not to promise either of them

Day 4

Response and Support: The First Ten Minutes and the Ten Days After

- **Reacting when it surfaces:** de-escalation, what reliably makes it worse, and the difference between acting early and acting loudly
- Preserving evidence properly, and the online safety app the Commission is rolling out so a young person can report an incident and submit evidence directly
- The #NotOnOurFeed toolkit for classroom use, and the channels that actually exist: your national Safer Internet Centre, the 116 111 child helpline, and the platforms' own reporting flows — practised, not listed
- **Small-group role-play:** responding to an incident from the bystander's position, which is where most incidents are first visible
- **Supporting all three parties:** the target, the bystanders who saw it, and the child who did it — including what changes when that child is eleven rather than fifteen

Day 5

Your School's Intervention Protocol

- **Writing session:** each participant writes the protocol for their own school — who is told, in what order, within what time, through which channel, and how evidence is kept
- **Protocol review in small groups:** three colleagues run a scenario from Day 3 and an ordinary group-chat case against it and check that it closes the gap in the pillar you named on Monday, naming any weak spot
- **Revision time:** participants amend their own protocol before taking it home
- **Course evaluation:** round-up of competencies, feedback and discussion
- Awarding of the Course Certificate of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- The three pillars of the European Commission's action plan against cyberbullying, used from Day 1 as the framework the week is organised around
- The #NotOnOurFeed toolkit — more than 230 cyberbullying resources gathered by the European Safer Internet Centres (the collection keeps growing), used on Day 2 and Day 4

- The national Safer Internet Centres and the 116 111 child helpline — the channels rehearsed on Day 4, with each participant locating their own country's centre
- Case studies — some drawn from published incidents with the names removed, some written for the course — including incidents involving generated images and cloned voices, used on Day 3
- A written intervention protocol for your own school, produced and tested on Day 5 and taken home

07 How to prepare

- It helps to know whether your school has an anti-bullying or e-safety policy, because the protocol you write on Friday should sit alongside it; describing it from memory is enough.
- There is nothing you need to bring: the course supplies cases for every session — some drawn from published incidents with the names removed, some written for the course. If you like, think of one kind of incident that worries you most; no details or names are needed.
- No technical knowledge is required, and the Day 2 visual narrative can be made on a phone, tablet or laptop, or simply as a paper storyboard. Nothing in the week asks you to be a cybersecurity specialist — the skill being built is judgement about what to do and in what order.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

“Exercise their rights” is one of the capabilities named where the Erasmus+ Programme Guide sets out its digital transformation priority: the Programme’s role in helping citizens of all ages acquire “the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services” (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 8). That is the operative part here. The week works from the European Commission’s action plan against cyberbullying and from the support machinery that already exists for a child in Europe — the national Safer Internet Centres and the 116 111 helpline — and it ends in a written incident protocol for one named school: who is told, in what order, within what time, and how the evidence is kept.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.