

PARECER OPP

***Action Plan against
Cyberbullying***

Parecer OPP – Action Plan against Cyberbullying, publicado pela Ordem dos Psicólogos Portugueses.

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Parecer OPP

Action Plan against cyberbullying

Recomendações para a Ação

- **Advogar por políticas estruturais que promovam a proteção dos direitos das crianças e jovens em ambientes digitais**, garantindo espaços online seguros, inclusivos e equitativos. Estas políticas devem centrar-se na prevenção, na intervenção precoce e em mecanismos de responsabilização que reduzam os riscos do *ciberbullying* e as suas consequências negativas a nível da Saúde Psicológica, desenvolvimento socioemocional e desempenho académico.
- **Reconhecer o papel central dos/as Psicólogos/as e da Ciência Psicológica na compreensão da complexidade do *ciberbullying* e na conceção de estratégias de prevenção e intervenção baseadas na evidência.** A contribuição dos/as Psicólogos/as é determinante para informar políticas públicas, desenvolver programas eficazes em escolas e comunidades e assegurar apoio psicológico atempado a vítimas, agressores/as e testemunhas.

O presente documento é uma iniciativa da Ordem dos Psicólogos Portugueses (OPP) a propósito da Consulta Pública lançada pela Comissão Europeia para apoiar a **preparação do *Action Plan against Cyberbullying***. Esta iniciativa visa desenvolver uma abordagem europeia coordenada para prevenir e combater o ciberbullying, com foco prioritário nas pessoas menores de idade e atenção à dimensão de género e à maior vulnerabilidade de determinados grupos de jovens até aos 29 anos (pessoas com deficiência, LGBTQIA+, migrantes e jovens de minorias religiosas, raciais ou étnicas).

A referida consulta pública pretende **reunir contributos de diferentes partes interessadas sobre a realidade atual do *ciberbullying* na União Europeia**, bem como sobre os desafios emergentes e as medidas prioritárias a adotar, com vista à construção de um Plano de Ação Europeu abrangente e eficaz para a sua prevenção e combate. Neste sentido, a Ordem dos Psicólogos Portugueses entende ser imperativo submeter os seus contributos, através do preenchimento do [Questionário](#) solicitado na referida Consulta Pública.

1. *Ciberbullying*: Enquadramento e Impactos

O uso diário de ecrãs e tecnologias digitais pelas crianças e jovens é uma realidade. Se, por um lado, o uso moderado destas tecnologias parece associar-se a benefícios cognitivos e psicossociais, por outro lado, o **uso crescente de espaços digitais**, sobretudo de redes sociais, proporciona aos **comportamentos de *bullying* e aos/as *bullies*** uma nova plataforma de ações, que pode ter consequências emocionais igualmente relevantes.

O ***ciberbullying*** é uma forma de *bullying* cada vez mais frequente e consiste no **uso da tecnologia para assediar, ameaçar, provocar, humilhar ou embaraçar alguém** (um/a colega de escola,

professores/as ou desconhecidos/as), **de forma repetitiva e intencional**. Enviar mensagens cruéis, fazer um *post* insultando alguém, criar uma página falsa em nome de alguém ou lançar boatos sobre uma pessoa, publicar uma imagem ou um vídeo desrespeitoso nas redes sociais – tudo isto são exemplos de *ciberbullying*.

O *ciberbullying* pode acontecer em **qualquer local, a qualquer hora, de forma sistemática**. Não requer força física, não implica um contacto cara-a-cara nem está limitado a algumas testemunhas. **Um/a ciberbully pode incomodar alguém 24h por dia**, garantindo que nenhum lugar (nem a casa) é seguro, humilhando alguém perante centenas de testemunhas e sem sequer revelar a sua verdadeira identidade.

O *ciberbullying* pode ser particularmente nefasto e perturbador porque é muitas vezes **anónimo e difícil de controlar**. A vítima pode não saber de onde vieram as mensagens ou *posts*, nem quantas pessoas já os viram. As vítimas podem sentir-se encurraladas e sem saída da situação. Podem desenvolver **problemas de Saúde Psicológica**, como a ansiedade ou a depressão, tendo sido reportados vários casos limite que resultaram em suicídio (Zhu et al.,2021).

É importante notar que **a maioria das crianças e adolescentes vítimas de ciberbullying não procura** a ajuda dos adultos/as próximos/as, com medo do que poderão pensar sobre ele/elas e receio de perderem o acesso às tecnologias digitais.

Existem aspetos comuns entre bullying e ciberbullying. Os estudos indicam que existe uma **correlação elevada entre os dois tipos de comportamento**, logo, o envolvimento em situações de *bullying* constitui, por si só, um fator de risco para o *ciberbullying*. Contudo, os papéis podem ser inversos e a probabilidade de envolvimento depende de diferentes fatores.

Apesar das semelhanças, **muitas características distinguem o bullying do ciberbullying**. Uma das principais diferenças prende-se com a possibilidade de **anonimato do agressor/a** que, escondido/a atrás de um ecrã, está mais protegido/a e vulnerável ao denominado efeito de desinibição online. Nestas circunstâncias, os **agressores/as são geralmente mais hostis** (porque, não sabendo exatamente o que provocam na vítima, mais dificilmente se sentem culpados/as). Por fim, enquanto as situações de *bullying* ocorrem na presença de poucas ou nenhuma testemunhas, o **ciberbullying pode tornar-se viral e prolongar-se no tempo**: a audiência é potencialmente muito vasta e os comportamentos agressivos podem ser partilhados e replicados.

O aspeto que mais diferencia ambos os fenómenos prende-se com os **perfis em espelho de vítimas e agressores/as**: os estudos sugerem que, quando participam em ambos os fenómenos, os indivíduos tendem a desempenhar papéis opostos, isto é, a vítima de *bullying* comporta-se como agressora em ambiente online, enquanto o *bully* numa situação tradicional é normalmente a vítima nesse contexto. Isto sugere também que existem diferentes antecedentes, precipitantes e variáveis personalísticas envolvidas.

Mais especificamente, o **bullying tradicional** é explicado pela **procura de novas sensações pelos agressores/as**, o que indica, em termos de prevenção, que a estimulação destes jovens por via de novas oportunidades e experiências (que permitam canalizar a energia e explorar as

emoções) são boas estratégias no combate a estes comportamentos. No **ciberbullying**, pelo contrário, a participação pode resultar de outras variáveis, por exemplo, a **má relação entre pares ou o isolamento do agressor/a**. Assim, no caso de vítimas cibernéticas, os esforços de intervenção podem ter como objetivo a construção de relações significativas e o desenvolvimento de capacidades de resolução de conflitos, para que os alunos/as com relações sociais precárias possam evitar a vitimização na Internet e os comportamentos de retaliação.

A prevalência do ciberbullying tem vindo a aumentar. Na Europa, estima-se que **1 em cada 6 adolescentes experienciou ciberbullying** e **1 em cada 8 reportou já ter feito ciberbullying** (Organização Mundial de Saúde, 2024).

Em território nacional, numa investigação com 1261 jovens portugueses, com idades entre os 11 e os 21, concluiu-se que **1 em cada 10 jovens portugueses foi vítima de ciberbullying muito frequentemente**, por intermédio de boatos, comentários ou assédio. Conclui-se também, que quase **15% dos jovens nunca fala com a família sobre os perigos da Internet e sobre como protegerem-se devidamente**. Além disso, concluíram que aproximadamente um em cada três (32,5%) jovens não fala com os amigos sobre situações de *ciberbullying* (Lusa, 2024).

Noutro conjunto de dados, da Escola Segura, numa análise ao ano letivo de 2023/2024, verificou-se que cerca de **1% das ocorrências criminais nas escolas** estavam associadas a *ciberbullying* (30 situações de *ciberbullying*) (Trigueirão, 2024). Ainda, parece que nas escolas portuguesas, os alunos/as LGBTQIA+ são as vítimas preferenciais, comparativamente com alunos/as heterossexuais ou cisgénero (CIG, 2022).

2. Contributos para a Consulta Pública Action Plan against Cyberbullying

O ciberbullying constitui hoje um dos maiores desafios à Saúde Psicológica e ao Bem-Estar de crianças e jovens. A OPP acolhe, por isso, com sentido de responsabilidade a iniciativa da Comissão Europeia de promover esta consulta pública, reconhecendo-a como uma oportunidade para reforçar a cooperação europeia na proteção de menores e na promoção de ambientes digitais seguros e inclusivos.

Sublinhamos que o contributo da Ciência Psicológica é decisivo para compreender a complexidade deste fenómeno: desde os fatores individuais e relacionais que o explicam, até às suas graves repercussões no desenvolvimento socioemocional, na Saúde Psicológica e na qualidade de vida. Nos últimos anos, a OPP tem investido de forma consistente na produção de recursos que apoiam a prevenção e a intervenção nos desafios relacionados com as tecnologias digitais, *bullying* e *ciberbullying*. Entre estes, destacam-se: [Vamos falar sobre Ecrãs e Tecnologias Digitais](#), [Vamos falar sobre Bullying](#) e [Cyberbullying e Segurança Online](#).

A participação da OPP nesta consulta traduz-se, assim, no **compromisso de colocar ao serviço da União Europeia e dos Estados-Membros o conhecimento científico e técnico da Psicologia e da Ciência Psicológica**, contribuindo para que o futuro Plano de Ação Europeu contra o Cyberbullying seja abrangente, eficaz e centrado nos direitos das crianças e jovens.

As respostas ao questionário submetido online podem ser consultadas abaixo.

A. General questions

1. I am giving my contribution as:

- Minor (under 18)
- Young adult (18-29)
- Adult (not a parent or guardian)
- Parent or guardian
- Teacher or educator
- School/University
- Youth association (local, national or European level)
- Children's right organisation
- Organisation representing victims or survivors
- Parents and teachers' association
- Safer Internet Centre
- Human rights defender (including national human rights institution and equality body)
- National consumer association
- European business association
- National business association
- Large company (250+ employees)
- SME (Small/Medium Enterprise, 10-249 employees)
- Micro enterprise (fewer than 10 employees)
- ***Other non-Governmental Organisation***

2. What is your age group? (Individuals only):

- 16-17
- 18-29
- 30-59
- 60 and over

3. Please indicate your country of residence or establishment:

- ***Portugal***

B. Definition of Cyberbullying

1. In your opinion, what types of behaviour best describe cyberbullying? (Maximum 3 selection(s)):

- ***Sending threatening, insulting, or hurtful messages or comments via text messages, email, social media, or other online platforms***
- ***Spreading false information about someone through social media, messaging apps, or other online channels***
- Sharing personal information, private images or videos without consent
- ***Intentionally excluding someone from online groups, chats or activities***
- Targeting someone online based on personal characteristics (e.g. disability, racial or ethnic origin, migration background, religion, gender, appearance, sexual orientation or being part of the LGBTIQ community)
- Other (Please specify)

1.1. Which age groups do you think are most affected by cyberbullying? (Maximum 2 selection(s)):

- under 13 years old
- ***13–17 years old***
- ***18–29 years old***
- 30-59 years old
- 60 and over

2. Which groups do you think are most affected by cyberbullying? (Maximum 3 selection(s))

- ***Minors***
- ***Girls/women***
- People with disabilities
- ***LGBTIQ people***
- People with migration background
- People with a minority racial or ethnic background
- Other (please specify)

3. Have you personally been affected by cyberbullying? (Between 1 and 3 selections)

- Yes, as a victim
- Yes, as a perpetrator
- Yes, as a bystander
- ***No***

4. How could a common EU definition of cyberbullying help address cyberbullying more effectively?

- ***It would help ensure more consistent laws and enforcement across EU countries***
- ***It would support educators and schools/universities in addressing cyberbullying***
- ***It would help monitor the issue and compare data across countries***

- ***It would raise public awareness and understanding of what cyberbullying is***
- It would help better reflect the experiences of vulnerable groups
- I don't think a common EU definition would help
- Other (please specify)

C. Cyberbullying roles (Cyberbullies, Victims, Bystanders)

Cyberbullies

1. In your opinion, what motivates or facilitates individuals to engage in cyberbullying? (Maximum 4 selection(s)):

- ***To feel powerful or in control***
- ***For fun or to attract attention***
- ***Because others are doing it (peer pressure or desire for social status)***
- Lack of awareness about the harm caused
- Previous experiences of being bullied
- Feelings of anger, frustration or revenge
- Stereotypes or misinformation about certain vulnerable groups
- ***Anonymity or perceived lack of accountability online***
- Blackmail or coercion for personal gain (e.g. money, images, influence)
- Other (Please specify)

2. Which actions do you think are most effective in preventing cyberbullying? (Between 1 and 3 selections):

- ***Awareness and education programmes about the impact of cyberbullying and online discrimination, targeted at minors and youth, parents and educators***
- Promoting positive online behaviour and digital citizenship among society
- ***Stricter moderation and enforcement of community standards by online platforms***
- ***Guidance and support from parents, and educators to minors on safe online behaviour***
- Public awareness campaigns to foster respectful online environments
- Other (please specify)

3. Which actions do you think are most effective in responding to individuals who engage in cyberbullying?:

- ***Counselling or therapy sessions for perpetrators to address underlying causes***
- ***Legal consequences or formal disciplinary actions, including criminalisation where applicable***
- Suspension or banning from online platforms or digital spaces

- ***Clear consequences for harmful behaviour communicated by schools/universities, platforms or authorities***
- *Helplines or support services for perpetrators seeking help*
- Other (please specify)

Victims

1. What types of support do you think are most effective for victims of cyberbullying? (Maximum 3 selection(s)):

- ***Counselling or therapy sessions***
- Helplines
- ***Individual peer support, peer support groups or networks***
- Access to legal advice or resources
- ***Support from parents, guardians***
- Support from educators
- Clear information and assistance from online platforms on how to report or remove harmful content
- Other (Please specify)

2. How can victims of cyberbullying be empowered to report incidents and seek support? (Maximum 3 selection(s)):

- ***Offering anonymous reporting options***
- Providing clear and inclusive information on how to report cyberbullying
- Encouraging peer support or intervention programmes
- ***Ensuring accessible mental health and legal resources***
- ***Ensuring that reporting leads to visible action or meaningful consequences***
- Raising awareness about early identification of cyberbullying
- Other (Please specify)

3. Which of the following mental health outcomes are the most significantly associated with cyberbullying of minors and youth? (Maximum 4 selection(s)):

- ***Increases feelings of anxiety and stress***
- ***Contributes to depression and a sense of hopelessness***
- ***Lowers self-esteem and self-confidence***
- ***Leads to social withdrawal and isolation from peers***
- Causes sleep disturbances or changes in eating habits
- Triggers thoughts of self-harm or suicidal behaviour
- Negatively impacts academic performance and school/university engagement
- Interferes with normal developmental milestones and social skills

- I don't know
- Other (Please specify)

Bystanders

1. Why do bystanders not intervene in cyberbullying cases? (Maximum 3 selection(s)):

- ***Fear of becoming a target themselves***
- ***Belief that it is not their responsibility to intervene***
- ***Not knowing how to help or intervene***
- Lack of easy-to-use or child-friendly reporting tool
- Uncertainty about the severity of the situation
- Perceived widespread acceptance of problematic online behaviours
- Enjoyment of or agreement with the bullying
- I don't know
- Other (Please specify)

2. What do you think is the most appropriate way to encourage bystanders to intervene in cyberbullying cases?:

- ***Focus on education, support and encouragement without formal consequences***
- Provide mild responses such as warnings or educational sessions
- Apply stronger responses only if harm results from inaction
- Require participation in awareness or intervention programmes as part of support and learning
- I don't know
- Other (Please specify)

D. Reporting

1. What specific measures and tools should be in place to make reporting cyberbullying easier, safer, and more effective?:

- ***Accessible, privacy-preserving, and age-appropriate reporting tools***
- ***Educator and youth worker training to recognise and respond to cyberbullying***
- ***Involving peers in support and reporting (e.g., peer ambassadors, training on how to help friends report safely)***
- ***Protection from retaliation after reporting***
- Including minors' and youth's voices in the design of reporting systems
- In-app reporting features on social media or gaming platforms
- ***School/university based reporting systems (e.g., trusted adults, anonymous boxes)***
- Helplines

- Online reporting portals by authorities, NGOs, or youth organizations
- Other (Please specify

E. Comprehensive support

1. Who should be involved in providing comprehensive support for all individuals affected by cyberbullying, particularly those from vulnerable groups?

- **Teachers and school/university staff**
- **Psychologists or counsellors**
- **Parents/guardians**
- NGOs and advocacy groups
- **Social workers and community services**
- Police or law enforcement professionals
- Organisations supporting vulnerable groups
- Other (Please specify

2. What are the key barriers to ensuring minors receive comprehensive, integrated support when affected by cyberbullying?

- Insufficient or unclear legal framework
- Lack of coordination between services (e.g., education, health, social services)
- **Insufficient funding or resources**
- **Fear or reluctance of the minor/family to seek help**
- **Lack of awareness about available support services**
- Access barriers for minors/youth with disabilities
- Other (Please specify

F. Monitoring

1. How should authorities improve the monitoring of cyberbullying at national or EU levels? (Maximum 3 selection(s))

- **Regular collection and publication of data on cyberbullying incidents**
- Collecting data by key demographic factors (e.g. sex, gender identity, disability, racial or ethnic origin, sexual orientation, and other relevant personal characteristics)
- **Development of a standardised monitoring and reporting frameworks across Member States**
- **Defining clear goals and indicators, and monitoring the effectiveness of national laws and initiatives accordingly**

- Promoting cooperation and transparency in how cyberbullying cases are handled (e.g on online platforms, in schools/universities, by the judicial system)
- I don't know
- Other (Please specify)

2. What methods are most effective for collecting reliable data on cyberbullying incidents?

- ***Anonymous surveys conducted in schools and universities***
- ***Collaboration with social media platforms for reporting and data sharing***
- Use of digital tools and apps that allow individuals to report incidents
- ***Integration of cyberbullying questions in national health and safety surveys***
- Encouraging self-reporting through confidential online platforms
- Regular polling and studies conducted by research organizations
- I don't know
- Other (Please specify)

G. Role of online platforms

**1. How can online platforms improve their role in preventing and addressing cyberbullying?
(Maximum 4 selection(s))**

- ***Implement stricter content moderation policies***
- ***Set a zero-tolerance policy against cyberbullying in the platform's terms and conditions***
- ***Introduce visible, more user-friendly and child-friendly reporting and blocking features***
- Improve system designs to prevent and detect cyberbullying
- ***Enhance user education and awareness programmes***
- Increase transparency and consistency in policy
- Other (Please specify)

2. What specific measures could encourage collaboration between online platforms and other stakeholders to address cyberbullying?

- ***Establish partnerships with helplines and support services***
- ***Collaborate with Safer Internet Centres (SICs) for good practices or when developing new features***
- ***Engage with trusted flaggers for rapid content moderation response***
- ***Co-develop awareness campaigns***
- Provide peer support for vulnerable groups
- Make common commitments to ensure illegal content is flagged across platforms
- Other (Please specify)

H. Role of schools/universities

1. From your experience, which initiatives have proven to be effective in school/university environments?

- **Peer-to-peer mentoring programmes**
- **Workshops/seminars on digital safety**
- **School-wide awareness campaigns**
- **Involvement of parents and guardians**
- Other (The work of raising awareness among witnesses so that they become active in preventing bullying and intervening in bullying situations)

2. What initiatives should schools/universities implement to prevent and address cyberbullying? (Maximum 3 selection(s))

- **Implement anti-bullying policies that include cyberbullying**
- Incorporate cyberbullying awareness into the curriculum
- **Provide training for teachers and staff**
- Promote digital citizenship programmes
- Foster open communication between students, staff and parents/guardians
- **Educate about diversity and inclusion as a means of prevention**
- Other (Please specify)

I. Support to parents/guardians

1. Do you think that parents or guardians are adequately equipped to support minors who are victims of cyberbullying?

- Yes, most are well-informed
- **Somewhat, but more guidance is needed**
- No, most lack knowledge and tools
- I don't know

2. How can parents/guardians be better supported to help address cases of cyberbullying involving minors?

- **Access to educational resources/workshops on online safety**
- Counselling services and helplines for guidance
- Tools to monitor and manage online activity safely
- **School/university based programmes involving parents in prevention**

- **Community seminars with experts on digital behaviour**
- Other (please specify)

J. EU-Wide initiatives

1. Which EU-wide initiatives or policies do you think would be most effective in preventing and addressing cyberbullying? (Maximum 3 selection(s))

- *Establish a harmonised EU definition of cyberbullying*
- Set minimum binding rules for all Member States defining cyberbullying as a criminal offence, including related penalties
- **Launch EU-wide educational campaigns on online safety**
- **Facilitate an EU-wide system for reporting cyberbullying**
- Enhance training for law enforcement and judicial authorities on cyberbullying cases
- Other (please specify)

2. What can the EU do to support Member States' efforts to prevent and address cyberbullying? (Maximum 3 selection(s))

- *Provide funding for local prevention and education programmes*
- **Support training for teachers, law enforcement and judicial authorities, and social workers**
- Encourage sharing of good practices between Member States
- **Provide resources for the integration of digital safety in national school curricula**
- Support NGOs and civil society organisations working on this issue
- Raise awareness about diversity and inclusion
- Other (please specify)

3. Are you aware of any good practices that effectively address cyberbullying and could be scaled up national or EU level? (Maximum 3 selection(s))

- **School/university based programmes that promote prevention and support for those affected**
- National helplines or online support services for victims and witnesses
- **Community campaigns, awareness initiatives, or outreach activities**
- Partnerships involving civil society, online platforms, and/or public authorities
- Accessible reporting mechanisms and clear procedures, including legal or disciplinary frameworks
- **Inclusive information and support targeting vulnerable groups**
- No, I'm not aware of any good practices
- Other (please specify)

**4. How could the role of Safer Internet Centres (SICs) be improved to fight cyberbullying?
(Maximum 2 selection(s))**

- Enhance collaboration with national governments
- ***Increase funding to expand services, such as helplines***
- ***Facilitate knowledge exchange and best practice sharing across Europe***
- Focus on diverse and vulnerable groups
- Other (please specify)

K. Other

1. Is there any other element not covered in the questions above that you would like to share to help prevent and address cyberbullying?

Preventing and addressing cyberbullying cannot be separated from the broader challenge of preventing aggressive and violent behaviours in educational contexts. Creating safe, inclusive, and supportive school environments is a key condition for reducing both traditional bullying and cyberbullying.

This requires a whole-school and whole-community approach: clear prevention policies, programmes that promote socio-emotional learning and digital literacy, timely psychological support, and strong collaboration with families and community services. Tackling cyberbullying means tackling violence in education more generally, strengthening the capacity of schools to act in a preventive, early, and effective manner.

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