

MANAGEMENT OF SCHOOL BULLYING IN FRANCE AND IN THE UNITED KINGDOM

School bullying has no frontier and no limits, it is a phenomenon which happens everywhere in the world and which does not cease to make victims ever younger.

However, nowadays, a lot of countries make school bullying one of their priorities in teaching but also in the judicial side.

A. The measures taken by the United Kingdom and France against school bullying

1. In the United Kingdom

School bullying is illegal in the United Kingdom as soon as the bullied suffers “violence” or “assault”.²⁰ It is explained in the “UK rules”²¹, an Internet site in which all the United Kingdom’s laws are registered and updated almost every year.

Furthermore, there is in the United Kingdom what is called “School Anti-discrimination Laws”: “the discriminatory rules apply for all schools in England and Wales (and most in Scotland). The aim is to prevent all forms of harassment, victimisation, and discrimination in schools.”²²

In the “UK rules” site, there is advice for parents who want to report school bullying. Thus, it recommends parents to first inform the school. Then, the school will handle it depending on the “seriousness of the matter in hand”: they can “deal with it 'internally' at the school premises. All schools have procedures for disciplining and excluding bullies.”²³ Consequently, the rules are the same for all the country and for all the country’s schools but each school can have different procedures to deal with it.

Moreover, “in some cases, the education facility might also report it to the police or the local social services”²⁴ But parents have also the choice to report bullying directly to the police if they feel that their kid is in danger at school.

²⁰ <https://www.theukrules.co.uk/rules/children/childcare/schools/problems/bullying-at-school.html>

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

Contrary to France, in the United Kingdom there is a law (Anti-Bullying policy) since 1998 which “obligates schools to implement preventive measures accompanied by sanctions against school bullying”.²⁵

“Section 89 of the Education and Inspections Act 2006 states that maintained schools [state schools controlled by the local authority] must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Some schools choose to include this information in an anti-bullying policy, whilst others include it in their behaviour policy.”²⁶

That is to say that in the United Kingdom, all schools have a Safeguarding programme in order to protect pupils at school and at home but also to protect the school’ staff.

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Put simply safeguarding is child protection, supporting vulnerable children, safe care, at home, in school and in the community, taking action.”²⁷

In other words, the safeguarding is a document which presents the general rules of a school that everyone – adults and pupils – must respect in order that everyone can feel safe at school.

The safeguarding programmes are available on the Internet site of schools. It is a document that pupils, parents, teachers, and all the schools’ staff have to consult. In the Internet site of Scissett Middle School in West Yorkshire, you can find the safeguarding programme in the “Pupil Welfare” headline²⁸. The school even holds a “Pastoral & Well-being team” composed of nine members which ensures that the safeguarding is respected and that everyone can feel well and safe in the school. In the “Anti-bullying” section, pupils who feel bullied find advice concerning people they can tell, when and how they can speak about it and what can they do to avoid being bullied.

²⁵ <https://www.eric32.fr/school-bullying/>

²⁶ <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/anti-bullying-policies>

²⁷ <https://www.safeguardingschools.co.uk/safeguarding-and-governors/what-is-safeguarding/>

²⁸ <https://www.scissettmiddle.com/pupil-welfare>

In some schools, pupils can even contact a charity via a website or a phone number to find help.

An article in *The Guardian* points out that in 2008 “half of UK secondary school pupils (46%) think that bullying is a problem in their school and is caused by students language difficulties, skin colour, race and religion” which is a considerable amount. Nevertheless, 42% of the UK students are “happier in school” than “in the rest of Europe”²⁹ which means that the United Kingdom seems more preoccupied by school bullying and more advanced concerning the prevention and the management of it than France is.

“Stephan Roman, regional director for west Europe at the British Council, said: "Research out earlier this week showed that bullying is endemic in schools. By working with young people, we are finding ways to change this. They know - as we do - that learning about other people and understanding different cultures is the key to a better school experience for everyone.”³⁰

In other words, to combat school bullying, pupils do need to open their mind in order to understand and to accept the distinctive features of their classmates and of the people who surround them.

2. In France

In France, as well, school bullying is punishable by law. The guilty party of school bullying risks a prison sentence and fines.

Bullied can ask justice to sentence the bully and to repair the harm done to him whatever their age: the victim has six years to report it after the fact. Then, the complaint will be handed over by the police to the Public Prosecutor.

Moreover, an underage pupil can go alone to the police station and reports the facts, but he can't institute civil proceedings himself: his parents must do it on his behalf. It is not possible to lodge a criminal complaint against the bullies' parents, but they can be required to provide compensation to the victim.

²⁹ <https://www.theguardian.com/education/2008/feb/29/schools.uk4>

³⁰ *ibid.*

Besides, if the victim's parents reckon there was a mistake made by one or several people of the school (for instance, if one of the teachers was aware of the facts but did not do anything to punish the bully), they can ask for compensation. In that case, parents have to take the civil court. Then, if it is a state school, the State will have to compensate the parents of the victim, on the contrary, if it is a public school, it is the school management which has to compensate the parents.³¹ For example, in the case of Marion, a French thirteen-year-old girl who killed herself after suffering school and cyberbullying for several months, her parents decided to take the court to condemn the school which did not take actions to stop Marion's suffering. Indeed, in the book written by the victim's mother *Marion, 13 ans pour toujours*³², Nora Fraisse explained she tried several times to warn the middle school's headteacher about Marion's suffering by asking him to move her to a new classroom but in vain.

« J'ai appelé le collège à de nombreuses reprises pour leur demander d'agir. Au standard, on me disait toujours que le principal et son adjoint n'étaient pas là, qu'ils allaient rappeler, mais ils ne l'ont jamais fait. J'ai quand même fini par avoir en ligne le principal. Il m'a dit que je ne devrais pas m'inquiéter, que ça allait se tasser. C'est alors que je lui ai demandé de te changer de classe : « Marion souffre. » Il a retorqué qu'un transfert était impossible. Je l'ai supplié « Faites un effort, elle n'arrive pas à travailler, elle rentre en pleurant, elle n'est pas bien. » Mais il répondait toujours : « Ça va se tasser. » ».³³

Moreover, the school had not find it judicious to let Marion's parents know about Marion's behaviour change, nattering or undue delays:

« Le comportement de Marion se dégrade depuis quelques temps : bavardages récurrents et même parfois prononciation de mots grossiers pendant le cours. » [...] Retards, bavardages, devoirs non présentés... Comment as-tu pu accumuler depuis plusieurs semaines autant de remarques, une dizaine d'observations sévères sans que nous en ayons été informés ? »³⁴

³¹ <https://www.service-public.fr/particuliers/vosdroits/F31985>

³² Fraisse, Nora, *Marion, 13 ans pour toujours*, Calmann-Lévy, France, 2015

³³ Fraisse, Nora, *Marion, 13 ans pour toujours*, Calmann-Lévy, France, 2015, p.77.

³⁴ Fraisse, Nora, *Marion, 13 ans pour toujours*, Calmann-Lévy, France, 2015, p.19.

« Tout le monde s'est senti coupable, sauf ceux à qui tu as demandé de l'aide au collègue et qui n'ont pas réagi quand tu t'es plainte de « palpitations » [...] Et personne, au collège, ne m'a alertée sur le sort qu'on te faisait subir ». ³⁵

These quotations taken from the novel prove that the school and its staff (headteacher, teachers and supervisors) have some responsibilities in the death of Marion. They did not protect Marion from her bullies and did not contact the parents to inform them about what Marion was going through. Four years after Marion's death, the state has finally been condemned because of the lack of reaction from the middle school and an organization fault committed by the public service. ³⁶

School bullying is punishable by law in the United Kingdom and in France but the management and the handling of it may be different in schools. Indeed, although both countries have law regarding school bullying, the United Kingdom seems to worry more about it. The United Kingdom knows that awareness days cannot totally eradicate school bullying, that is why it appoints in school a team which works essentially for the pupil's well-being. Consequently, these people work with the aim of improving the life at school for pupils, they help to give them a sense of fulfilment in a school environment.

In France, there are school rules in each school given to pupils at the start of the school year which display the pupils' rights and duties. However, there is not a document which concerns pupils' well-being inside the school as safeguarding in the United Kingdom. In other words, in France, schools put the emphasis on what pupils have or have not the right to do but not on how pupils' schooling has to take place (fulfilment, equality) and so schools do not offer to pupils resources (on Internet or on a piece of paper given at the start of the school year) pointing out whom they can talk to when they have issues and when their schooling is more a burden than a blossom.

Moreover, safeguarding in the United Kingdom guarantees the adult's well-being in a school, therefore, both adults and pupils must respect it. They do not compare the adult's

³⁵ Fraisse, Nora, *Marion, 13 ans pour toujours*, Calmann-Lévy, France, 2015, p.122-123.

³⁶ <https://www.vousnousils.fr/2017/02/03/harcelement-scolaire-letat-condamne-4-ans-apres-le-suicide-de-marion-fraisse-collegienne-599285>

and the pupil's rights. Both have the right to work in a peaceful environment and to know where they can find help if they need to.

B. The means of prevention used to raise awareness among adults and pupils

I would like to show through this part that thanks to books, movies, short films, and awareness days, it is possible to reduce school bullying by warning and raising awareness among adults and pupils.

Nowadays, there are a lot of prevention methods put in place within a school; a classroom and an administration for pupils as well as for adults in order to protect that “fundamental right” that school is. Thereon, in France, during their schooling, future Assistant Principals now have a lesson on school bullying but also on cyberbullying entitled “Approche des phénomènes de harcèlement entre pairs et de cyberharcèlement”.

Here is an extract of their lesson in French:

« Le sujet du harcèlement scolaire est important puisque ses impacts interpellent et choquent l’opinion comme la mort ou le suicide. Il peut également générer des troubles du comportements et possède des effets à long terme. La France ne fait pas figure de pionnière sur cette thématique et a été à la traîne pendant un grand nombre d’année mais les campagnes de sensibilisation commencent à changer la donne. C’est essentiellement depuis 2011 que de grandes campagnes de lutte contre le harcèlement voient le jour. Actuellement, ce phénomène suscite une connaissance partielle et ce malgré les campagnes et les politiques publiques. Il y a encore trop peu de personnes qui semblent suffisamment à l’aise avec ce sujet. C’est important d’avoir une approche assez fine de ce que peut être le harcèlement et ses contours.

En France, on constate une connaissance partielle des difficultés associées au harcèlement. Difficulté pour l’harceleur, l’harcelé et l’établissement. Il apparait encore dans notre pays qu’il existe une représentation sociale du harcèlement comme étant une norme ou un rituel de passage. Il existe une différence entre les prises de position de certains chercheurs qui pensent que c’est une bonne chose pour se préparer à la vie adulte pour développer des moyens de se défendre. Moins entendu et visible aujourd’hui. Aujourd’hui, en France il existe une sous-estimation du harcèlement du moins avant 2011-2012. Loi du 8 juillet 2013, chaque établissement doit prévoir un plan de prévention contre le harcèlement. Projet pour l’ensemble de la communauté éducative qui doit être adopté par le CA et doit être évalué et amendé suite à chacune de ces évaluations.

La faible présence de ces plans de prévention montre peut-être le fait que des personnels de l'éducation semblent démunis face à cette situation. »

Besides, Internet can be a goldmine for school staff if they want to inform about school bullying. They can find anything they need to detect school bullying (lack of concentration, behaviour change, a decline concerning the marks or the attention, or the social exclusion of a pupil ...) or if they want to report school bullying. Indeed, you have access to documents which help school staff (class teacher, Assistant Principal, librarian, representative and so on) to detect and to learn how to react in case of school bullying. It is the case of the regional education authority of Creteil, in France, which has published a document that everyone can reach.³⁷

Moreover, during my research, I noticed a major problem linked to the management of school bullying. Indeed, parents blame schools for not taking charge more quickly and more seriously of school bullying victims. As a matter of fact, schools may have difficulties to see the difference between mere teenagers' quarrels and real bullying. Unfortunately, some pupils are confronted with a lack of comprehension from adults and thereafter it prevents pupils to express themselves: they are afraid of not being understood.

However, as times goes by, school bullying becomes more a social phenomenon which leads to a veritable fear for parents and pupils and a real concern for school staff. Indeed, after creating a questionnaire (Appendix 2) bound for middle schoolers, I noticed that many pupils were afraid of being bullied even if they never suffered school bullying. That is why, some associations such as « Marion, la main tendue »³⁸, in France or “Anti-Bullying Alliance”³⁹ in England and Wales, put in place, in schools, awareness days to inform adults and pupils of this curse.

Furthermore, nowadays, some methods are now implemented to raise awareness within a school such as:

³⁷http://cpe.ac-creteil.fr/IMG/pdf/le_cpe_et_le_harcelement_scolaire_guide_de_mise_en_place_.pdf

³⁸ <https://www.marionlamaintendue.com/>

³⁹ <https://www.anti-bullyingalliance.org.uk/>

1. Theatres as role plays and short films

In this type of exercise, pupils put themselves in the place of bullied or bullies. The aim is to make « actors » feel the emotions that pupils who are bullied feel when they are rejected by all their classmates but also to be in the place of the persecutor and to feel guilty.

“La Traversée” is an educational play, imagined and written by Cleo, a twenty-six-year-old woman who was bullied from Year 4 to Year 9. She decided to link her work to her personal experience to inform children and teenagers about school bullying. Henceforth, she performs her play in primary and middle schools throughout the country.

As far as short movies are concerned, two, in particular, drew my attention. The first one “Bullying: stop the trend, help defend”⁴⁰ is a one-year project directed and staged by 8th grade pupils in a middle-school of the United States of America. The project staged bullied pupils who get by verbal and emotional school bullying. Pupils who play a part as bullied express what they lived, what insults and violence – physical or moral – they suffered. At the end of the short film, one of the bullied pupils attempts to kill herself but her bullies dissuade her from doing it. The short film ends by moving messages providing hope from all the pupils of the class.

The second short film « Parle ! »⁴¹ takes place in a French high school. It starts with a brouhaha of all sorts of insults and mocking that bullied can hear. Enzo and Gladys play the role of the bullied. Both suffer school bullying and do not dare to speak about it to adults for fear of not being understood or not believed. This short film proves the consequences of school bullying: cyberbullying (which comes out of school bullying), isolation, loneliness, academic disengagement, and dark thoughts. The end of the short film delivers a hopeful message: the fact to speak about it at all costs. Either to a school staff, to a parent or to another adult who can help.

I had the chance to interview the Assistant Principal, Mr Manca, who works in the high school where the short movie has been staged. Mr Manca explained to me why the short movie was realised, by whom and how.

⁴⁰ <https://www.youtube.com/watch?v=05B0mp9Ojes>

⁴¹ <https://www.youtube.com/watch?v=UwA7-0XWTyg>

Below is an extract of our exchange.

« Le court-métrage est venu d'un élève en particulier : Enzo, celui qui est présent dans la vidéo, lui-même harcelé durant ses années collèges, il s'intéressait beaucoup à ce sujet et a donc proposé ce sujet. Le chef d'établissement a pris contact avec un cinéaste et producteur qu'il connaissait (Anthony « Delvedoditch ») et la région Grand-Est a financé ce projet.

Anthony « Delvedoditch » a accompagné les élèves pour l'écriture du scénario qui est donc basé sur une histoire vraie puisque qu'Enzo et Gladys ont été harcelé. Ils ont juste rendu la réalité plus dure pour choquer et alerter les jeunes de leur âge. Après l'écriture, il a fallu trouver des acteurs, créer les scènes et réaliser le film qui a duré deux jours dans des conditions semi-professionnels avec l'aide d'un photographe (images tournées avec un drone) puis ils ont monté le court-métrage les mercredis après-midi.

Cela étant, nous avons diffusé le film au cinéma de la concorde. Les élèves et leurs parents y ont assisté et les élèves ont pu prendre la parole pour expliquer plus en détail ce projet. Maintenant, nous utilisons ce court métrage lors de la journée de sensibilisation pour le harcèlement scolaire.

Pour contrer le harcèlement scolaire, nous avons aussi des « ambassadeurs lycéens » volontaires. Ils sont recrutés lors des journées de sensibilisation où élèves et professeurs passent dans les classes de seconde pour leur donner envie de s'engager contre le harcèlement. Ceux qui s'engagent ont ensuite une formation de deux heures où ils apprennent les attentes de ce « job », comment réagir, quels adultes alertés lorsqu'ils remarquent qu'un élève est marginalisé par les autres élèves. »

The fact to make pupils participate in a project like that permits them to be involved and to be actors – both literally and figuratively – in the school bullying' struggle. They become aware of some pupils' unfairness and suffering.

Moreover, I have been surprised to learn the existence of the « Ambassadeurs lycéens contre le harcèlement » measures that I found again in the book of Bérange Stassin. I learned that the measures have been created in 2015 in order to get pupils involved in school bullying: the fact to make them participate in the prevention make it more efficacious. (Appendix 3)

Besides, pupils are not considered as mere pupils anymore as they have a position of responsibility in the school.

I think these measures should be put in place in all the French (and foreign) high schools, as well as in all the middle-schools and even in primary schools where school bullying starts. In fact, this method comes from the United Kingdom where the voluntary pupils are called “big brother”. They are between nine and seventeen years old and their goal is to “intervene during a fight, settle disputes, stop humiliation acts and speak with pupils who seem too reserved”. This method proves its worth because statistics demonstrate that “violence decrease from 25% and absenteeism from more than 35%”. Everybody feels safer and happier in the school since this new measure.⁴²

Having pupils commit to denouncing school bullying will strengthen the safety of each pupil in and outside the school. Most of pupils may be afraid to tell the suffering they undergo to an adult for fear of not being believed, hence, the fact that pupils would have classmates implied in this job can make pupils feel more confident and so it can encourage them to speak as soon as school bullying starts. Mr Manca told me that the aim is to « prendre le problème à la racine » (take the problem by the root) in order to not let the situation worsened and this is the aim of such a measure.

2. The realization of a project against school bullying such as writing an article, creating a video or posters.

All these activities are feasible with one or several classes in a French or foreign language lesson.

In the René-Cassin middle school, in Baume-Les-Dames where I did an internship, I have followed a poster project to raise awareness and combat school bullying (Appendix 4). The posters were made by all the Year 7 classes and were then displayed in the LRC (learning resource centre). The fact that all pupils of a same grade participate in that project force them to ask them questions about this “on-trend” subject and to join forces under a same cause.

3. Reading and analysis of a book in a French or foreign language class.

A book on school bullying can be the subject of a study within the framework of a school bullying lesson.

⁴² <https://www.leparisien.fr/societe/en-angleterre-des-grands-freres-contre-la-violence-scolaire-11-09-2008-214748.php>

In my research, I found two novels, adapted and meant for middle schoolers which can easily be studied.

The first one is *Wonder* by the writer R.J Palocio. The novel deals with August, a ten-year-old boy who suffered from a facial malformation. Because of this disability, August undergoes several surgeries who prevent him from going to school. When he can return to school in Year 7, August suffered from school bullying as much as on the physical side and on the emotional and verbal side. In this book, the reader follows August's journey who faces up to his classmates' nastiness and the neglect of adults who do not react in the face of the facts. The second novel is *L'enfer au collège* written by the French writer Ténor Arthur in 2012. This book written for nine-year-old to twelve-year-old pupils can be given to middle schoolers as soon as their entering in Year 7 within the framework of a French lesson against school bullying. This awareness method permits to pupils to identify with the characters who are the same age. Consequently, they could feel the pain and the compassion for Gaspard, the bullied and annoyance for Anthony, the bully.

Furthermore, this book is perfect for a Year 7 class because the vocabulary is simple, the sentences are short, there are a few pages, and an informal register when the pupils express themselves (they have the habit to hear and speak this register). The book is based on real facts that Arthur Ténor, the writer, experienced when he was young. He uses examples coming from his own experience. At the end of the novel, he adds the poignant testimony of Jaquelin Plan, the mother of a bullied child. The account alternates a questioning between Gaspard, the bullied, and an adult, then, between Antony, the bully, and this same adult. It is only at the end of the book that we learn the adult's identity: "Bruno Reiss – Psychologue consultant" in a hospital where Gaspard is taken care of after a suicide attempt. Gaspard hangs himself to put a stop to his school bullying he could not handle with the full weight of his twelve years.

As the lecture progresses, the reader can see the evolution of school bullying which starts "only" by mocking and which ends by brutal punches. This deeply moving story shows Anthony's violence towards Gaspard with his words, his gestures, and the consequences of it:

« Je lui ai montré mon poing et fait signe de la boucler »⁴³

⁴³ Ténor, Arthur, *L'Enfer au Collège*, Milan, France, 2012, p.26.

« Ça tu vas me le payer »⁴⁴

« quand on cogne, il ne faut pas laisser de trace », « je lui ai retourné une gifle »⁴⁵

« Cette fois, c'était plus une blague, c'était une lutte à mort »⁴⁶

« Il le saisit alors d'une main à la gorge et de l'autre sortit de sa veste un couteau de cuisine », « je vais te saigner »⁴⁷

« bouffée de panique », « condamné à y retourner », « son tortionnaire », « de peur et de souffrance », « il fallait en finir »⁴⁸

« Il monta sur le siège, noua la corde autour de son cou, et, sans s'accorder une seule seconde pour changer d'avis, donna un coup de reins. »⁴⁹

Nevertheless, despite this violent account, the end of the novel is positive since Gaspard forgives his bully, Anthony for what he has done to him, and they become friends.

« L'un en pyjama, le coup enserré dans une minerve, était soutenu sous un bras par l'autre, tous deux souriants. » « Ils s'étaient fait une promesse qui resterait secrète. »⁵⁰

This end can prove to pupils that even if they react as a bully with some of their classmates, if they become aware of their acts, they can settle the bullying before dramatic consequences by apologizing and supporting the bullied.

Moreover, thanks to this book, pupils can learn about the different types of bullying, mostly about the emotional and verbal one.

⁴⁴ Ténor, Arthur, *L'Enfer au Collège*, Milan, France, 2012, p.32.

⁴⁵ Ténor, Arthur, *L'Enfer au Collège*, Milan, France, 2012, p.35.

⁴⁶ Ténor, Arthur, *L'Enfer au Collège*, Milan, France, 2012, p.55.

⁴⁷ Ténor, Arthur, *L'Enfer au Collège*, Milan, France, 2012, p.61.

⁴⁸ Ténor, Arthur, *L'Enfer au Collège*, Milan, France, 2012, p.68.

⁴⁹ Ténor, Arthur, *L'Enfer au Collège*, Milan, France, 2012, p.69.

⁵⁰ Ténor, Arthur, *L'Enfer au Collège*, Milan, France, 2012, p.75.

PART II: CYBERBULLYING, the new digital plague for children

With the arrival of social networks and mobile phones in the 2000s – that children own at an increasingly early age – pupils are not only bullied at school but also online and this type of bullying is one of the most common as it follows the moral and physical bullying that pupils face at school.

This part will be based on two books:

*(Cyber) harcèlement, Sortir de la violence à l'école et sur les écrans*⁵¹ written in 2014 by Bérengère Stassin is a book dealing with school bullying and mostly with cyberbullying. It permits to have an overall view on the main actors of this phenomenon, on the causes and consequences of it as well as on the methods used within and outside a school to stop it. This book recounts school bullying's history from its first apparition in literature, its first definition by pioneers (Dan Olweus and Anatol Pikas...) to the methods put in place nowadays to stop it.

*"Marion, 13 pour toujours"*⁵², a book published in 2015 by Nora Fraisse, the mother of the young victim. Marion suffered first from school bullying and then cyberbullying by way of text messages and the social network, Facebook.

Today's teenagers seem to have two lives, a real and a virtual one. Sometimes, their virtual life appears to be more important than their real life. Indeed, with the arrival of reality television and its stars who get famous by taking part in these programs and showing their lives in social networks, it exposes teenagers to a utopian life: working on their mobile phones, earning a lot of money thanks to product placement, travelling everywhere and at any time, buying a big and luxurious house, and having the means to do plastic surgery to perfect their image. In my opinion, these reasons push teenagers into looking for buzz and fame.

The issue is that they are ready to do anything to have the most "likes" or "retweets" on a post even if it hurts or dishonours someone. The fact of "making a breakthrough" on social networks brings a fame to teenagers which is sought after at their age and in this society. They know that by having a lot of likes, followers, and retweets, they will be

⁵¹ Stassin, Bérengère, *(Cyber)harcèlement, Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019

⁵² Fraisse, Nora, *Marion, 13 ans pour toujours*, Calmann-Lévy, France, 2015

well-regarded by their classmates and their followers and they will be perceived as “cooler” and more popular than others.

Consequently, their virtual life has consequences on their real life because if they are popular on the social networks, they will be popular as well at school.

« Les différentes publications qu’ils y font (vidéos sur YouTube, dessins ou photos sur Instagram, stories sur Snapchat, etc.) visent donc à renforcer ces liens, mais aussi à se faire reconnaître par leurs pairs.

Avoir de nombreux ‘amis’, être liké et retweeté est signe d’une certaine popularité et renforce l’estime de soi [...] Souhait d’attirer l’attention sur soi, de faire rire les autres en se moquant d’autrui et de gagner un statut social, une popularité au sein du web qui rejaillit ensuite au sein de la cour de récréation, et vice versa. Si la cyberviolence entache la réputation de celles et de ceux qui en sont victimes, elle peut aussi être un levier pour booster la réputation de celles et de ceux qui l’exercent. »⁵³

Concerning the statistics,

« La cyberviolence semble davantage toucher les filles que les garçons. [...] une fille sur cinq (20%) a fait l’objet d’insultes sur son apparence physique contre un garçon sur huit (13%) ; les rumeurs qui circulent en ligne ciblent deux fois plus les filles (13,3%) que les garçons (6,3%) ; plus d’une fille sur six (17%) a été confrontée à des cyberviolences à caractère sexuel contre un garçon sur dix (11%). »⁵⁴

Indeed, women are more concerned by cyberbullying than men and it is what I analyse and discuss in the “Slut Shaming” subsection.

As school bullying, cyberbullying leads to isolation and to a social exclusion which is difficult to live with when the teenager is in full development. This bullying will leave traces in the teenager’s future life who may, in his professional or personal life, be scared of not become integrated, not being accepted, or even loved by people. It is a shock that the teenager will suffer from all along his life.

⁵³ Stassin, Bérangère, *(Cyber)harcèlement, Sortir de la violence à l’école et sur les écrans*, C&F, France, 2019, p.103-104.

⁵⁴ Stassin, Bérangère, *(Cyber)harcèlement, Sortir de la violence à l’école et sur les écrans*, C&F, France, 2019, p.48.

A. Cyberbullying, cyberviolence and cyberhumiliation

On the internet, three types of violence happen:

Cyberbullying is a “bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.”⁵⁵

As well as cyberbullying, cyberviolence happens “over digital devices” and “occurs through SMS, Text, and apps, or online in social media, forums, or gaming”. However, cyberviolence is not a violence which is repeated as cyberbullying is. Indeed, the term “bullying” is used when the violence is repeated at least once a week for one month.

For example, in the case of revenge porn (I will deal with it in the second subsection), the person who sends a picture of a bare person commits cyberviolence but the person who passes the picture on commits cyberbullying. In other words, it becomes cyberbullying when the picture is: relayed, liked, retweeted, and commentated for some time. “Liker, c’est déjà harceler”⁵⁶ is the sentence used in the 2018 awareness campaign video in France against cyberbullying to indicate that people who like, who comment and who retweet participate in and produce cyberbullying.

The other type of violence which occurs on Internet is cyberhumiliation:

“Ce terme générique désigne l’attaque virtuelle par l’image et de l’image d’une personne sur Internet. Elle a pour but de remettre en question la réputation de sa victime, la plongeant dans un mal-être profond. La création d’un « profil » peu flatteur au nom d’un tiers, la mise en ligne de photographies ou de vidéos détournées relevant de l’intime [...], les menaces, les agressions verbales et violences psychologiques par Internet [...] Ainsi, s’il contribue à la mise en relation de l’individu avec l’altérité, l’espace virtuel peut devenir une plateforme de « mise à mort » de la réputation. »⁵⁷

⁵⁵ <https://www.stopbullying.gov/cyberbullying/what-is-it>

⁵⁶ <https://www.dailymotion.com/video/x4z72k9>

⁵⁷ Dilmac, Julie Alev. “L’humiliation sur Internet : une nouvelle forme de cyberdélinquance ? », *Déviance et Société*, vol.41, n°2, p.307, 2017.

Thus, the term of “cyberhumiliation” seems to gather cyberbullying and cyberviolence as in both cases, the victim is humiliated by the bully.

In the questionnaire that I for middle schoolers, I asked them if they knew what cyberbullying was. Most of them know that it happens through mobile phones and mostly on social networks. Only one pupil did not know what it was before I asked them. This question on cyberbullying permits me to realize that it is – as school bullying – a strongly mentioned subject in schools, which is a good thing, and which demonstrates a development and an understanding in the management of cyberbullying.

As for school bullying, cyberbullying comprises verbal abuse, sexual violence, and physical violence. I have chosen to deal with sexual violence: revenge porn and slut shaming.

B. Revenge porn

Revenge porn is “sexually explicit images of a person posted online without that person's consent especially as a form of revenge or harassment”.⁵⁸ The term “revenge porn” has been translated in French in 2018 by the term “pornodivulgateion” or “pornovengeance”.⁵⁹

But before dealing with revenge porn, I will begin by speaking about the term of “sexting” as revenge porn comes out of sexting.

« [Le terme de ‘sexting’] apparaît dans les années 2000 pour désigner une pratique consistant à envoyer un texto à caractère érotique ou sexuel : un sexto. Par extension, le terme désigne également les photos, selfies ou encore vidéos (sextapes) prises et diffusées par un téléphone portable ou un smartphone, et de manière volontaire par une personne qui souhaite séduire son/sa partenaire ou par des personnes qui souhaitent garder un souvenir de leurs ébats. »⁶⁰

Sexting is a new phenomenon which – if it is agreed to by the two parties (the one who sends the picture and the other who receives it) may appear as banal nowadays. Indeed, here is the statistics in France for people under the age of twenty-five:

⁵⁸ <https://www.merriam-webster.com/dictionary/revenge%20porn>

⁵⁹ Stassin, Bérangère, *(Cyber)harcèlement, Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.61.

⁶⁰ Stassin, Bérangère, *(Cyber)harcèlement, Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.58.

« 35% avaient déjà reçu des sextos ou sextapes. [...] Concernant les adolescents ils étaient 7% en 2016, à avoir déjà réalisé des selfies intimes principalement à destination de leur petit-e ami-e. » (Couchot-Schiex, Moignard, 2016)

But unlike sexting, revenge porn is a sexual act without consent. That is to say, the person is photographed as naked or stripped unwittingly. The person sends naked pictures in the constraint and so, it becomes a cyberviolence act. As the name suggests, it is a revenge which can come from an ex-boyfriend or girlfriend who wants to humiliate his/her ex, from a jealous friend who wants to take revenge on his/her friend because of an argument, from a current boy/girlfriend who wants to boast about the fact that he is a real man or she is a real woman now because she/he has a sexual life and because his/her partner sends nudes. But it can also come from a blackmailer who shares intimate pictures of someone he does not know in exchange for either money or sexual favours and this is the tragic story of Amanda Todd.

Amanda Todd was a sixteen-year-old Canadian girl who killed herself because of revenge porn and cyberbullying.

When she was in middle school, she went on chat video in order to make new friends. There, she met a guy who convinced her to show her breast and her nightmare began: he blackmailed her threatening to show the picture to her friends and her family if she did not show more about her body. On Christmas 2010, police came to her home informing her that the picture of her breast was circulating on the Internet. Her family moved several times to escape from that extortionist but each time he found Amanda and her new classmates again on social network and on every occasion, he spread the picture. She finally committed suicide on September 7th, 2012 after four years of blackmail and humiliation.⁶¹

Before killing herself, she posted a video on YouTube entitled “My story: Struggling, bullying, suicide, self-harm”⁶² in which she explained what she underwent and I think that on this video, she was really looking for help from people she did not know and who would not judge her as their ex-classmates. She needed a support that she did not have from the school’s teenagers of her age. On the video, she hides her face but nonetheless, she writes her name at the end of the video, so it is as if she does not want

⁶¹ https://en.wikipedia.org/wiki/Suicide_of_Amanda_Todd

⁶² <https://www.youtube.com/watch?v=vOHXGNx-E7E>

to show too many things about herself but conversely, she told strangers all her story and she gives sort of hints to people to contact her with her YouTube channel and her name.

I guess she was feeling so sad, so lonely that she was trying to get some attention from strangers to feel alive and less lonely, to feel something else than “nothingness”. In my opinion, it was like her last chance to get through it, it was a big SOS she sent that day, but nobody responded to it as she committed suicide a month later on September 7th, 2012, after four years of blackmail, cyberbullying, threat, fear, humiliation, anxiety and suicide attempts.

Laure Manaudou, a French champion swimmer, suffered from revenge porn as well. In 2007, naked pictures of her circulated on the Internet because of her ex-boyfriend who decided to send them to the whole world. Laure Manaudou has been harshly criticised and humiliated because of these pictures and she had trouble to make them disappear of the Internet. But years later, the pictures reappeared because of the French rapper Booba who took the liberty of citing her name and this story on a song by saying « Tu vaux rien comme un selfie d’la chatte à Laure Manaudou ». He did it only to make people laugh at the expense of her and without thinking about the consequences of that sentence and of the pain Laure Manaudou felt at that moment. Because of this, « les photos [ont circulé] à nouveau sur la Toile et la jeune femme [a] subit une répétition de la cyberviolence dont elle a été victime il y a dix ans et en évoquant cette histoire, nous contribuons, nous aussi, à sa répétition, et nous nous en excusons auprès de la principale intéressée ».⁶³

The example of Laure Manaudou demonstrates that even people you loved are capable of doing terrible things like that to take revenge, to damage one’s reputation and even a career like in this case. I remind you that this story “makes the buzz” as it was one of the first French broadcasted revenge porn cases.

Below, one of my friends accepted to testify about what she experienced with her ex-boyfriend.

⁶³ Stassin, Bérangère, *(Cyber)harcèlement, Sortir de la violence à l’école et sur les écrans*, C&F, France, 2019, p.100.

“I dated a man for one year and a half, I was 19 at the beginning and he was 23. It was love at first sight, this relationship was very passionate and therefore destructive and toxic.

Real quick he pushed me into taking naked pictures of myself when we we’re not together, I was hesitant, but he was insistent, and I did not see anything bad in this. I just did what he asked me to do. I did not really think about what he could possibly do with these pictures because I was madly in love and would not imagine for one second that we would break up one day. I am usually very responsible, my mom always told me to be careful with this, but I was so sure of myself. He did not only push me into taking pictures but also videos of myself alone when we were not together and when we were together, he used to film some of our sexual relations. I would be lying if I said that I was forced or non-consenting, but I think he had a way with manipulating people and he knew very well how to get what HE wanted. I was not forced but I do not think I was fully myself in this relationship because of all the things he imposed on me.

I broke up with him in January 2018, he instantly threatened me with divulging the photos and videos. I was scared but what could I do? When I went to the police station to make a complaint against him no one took my story seriously and they treated this case as if we were two kids who were just angry at each other, but we were not kids, I was about to be 21 and he was going on his 25.

Later in September 2020, he wrote to me on social media. He insinuated that some of his friends had seen my photos but that I should not be worried because he asked them to delete the pictures (haha). I will never know if this story is real since he is so good at manipulating people, he never clearly said that this was true, but he never clearly said as well that this was not true. At that moment, I was extremely doubtful I did not want to give him what he wanted: my anger or worst, my current boyfriend’s anger. I kept answering “ok”, “yes”, “no”, to show him how distant I was from the whole situation. And I was, these photos and videos are so opposite to my person, to who I am that I do not even feel like I am on the photos. I can remember the pictures, the lingerie he wanted me to wear, the pose he demanded me to take, but I no longer associate them with me. It took me so much time to recover from this relationship, but one thing is for sure, I was not myself at the moment and this is why I can put things into perspective that much.”

These examples of Amanda Todd and Laure Manaudou and the testimony of my friend prove how the trust you have in someone can break at any moments and so all the things you did during this relationship can be shared. That is why, even if you are madly in love,

you have to remain lucid and think about the risks your actions can lead to because even if the picture is sent to a boy/girlfriend, to someone you love – like it was the case for Laure Manaudou or my friend – the person can decide to betray or soil you by sharing personal things toward you like intimate pictures, videos or messages to take revenge or simply to draw attention at the expense of the victim.

Once pictures are sent, even if it is just one, it cannot be deleted. There is and there will always be a trace of it that the person could not control once she decides to send it. As well, even if the picture is on your phone, if your phone is stolen or if someone hacks it for instance, this picture could circulate too. In the case of Amanda Todd, she just showed her breast through a webcam but the extortionist took a screenshot of it and so he had the power to blackmail her from that moment. Everything you show or you post on the Internet can be turned against you.

Now, there are laws concerning cyberbullying in general but also laws for each type of bullying (verbal, physical, sexual). Indeed, there is law with regard to revenge porn only:

« Le Revenge porn est considéré comme une atteinte à la vie privée ; il est puni par la loi (article 226-2-1 du code pénal) et donc passible de deux ans d'emprisonnement et 60 000 € d'amande. [...] La loi punit indifféremment l'infraction de Revenge porn que la personne représentée sur l'image ait donné ou non son consentement à son « enregistrement » puisque c'est la diffusion « non consentie » qui prime. »⁶⁴

C. Slut shaming

Slut shaming is the fact of insulting a woman for what she is, what she does, what she wants to become and judging her on her clothes, her companies and especially for her sexual practises. As revenge porn can come out of sexting, slut shaming can come out of revenge porn. Indeed, a woman will be judged because she decided to send a picture of herself, naked or stripped, and she will not be supported for having been humiliated and betrayed by someone.

« Les insultes sexistes visant les filles ou les rumeurs laissant entendre que ce sont des filles faciles participent de ce que les Anglo-Saxons appellent le 'slut shaming'. Cette expression, que l'on peut traduire par « couvrir de honte les salopes », renvoie au fait de

⁶⁴ Stassin, Bérangère, *(Cyber)harcèlement, Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.88.

blâmer ou de déconsidérer une fille parce que ses tenues vestimentaires, son attitude, son comportement amoureux ou ses pratiques sexuelles ne correspondant pas aux normes de « respectabilité » en vigueur. Une mauvaise réputation peut donc très rapidement être attribuée à celle qui les transgresse. »⁶⁵

« La première cause d'exclusion pour les filles, c'est qu'on puisse les imaginer sans entrave sexuelle, se laissant aller à une sexualité visible, active et en dehors de cadres contraignants. » (CLAIR, 2012, p.69)

Girls are subject to a lot of criticisms from boys but also from other girls who may be jealous, who may see another girl as a “rival”. If a girl corresponds to beauty standards, she will have a lot of friends, a lot of suitors but if she is too free, she will quickly be seen as an adversary for the other girls and jealousy will come from it. Conversely, if a girl does not fit to the beauty standards, if she is not thin enough, if she has not enough curves, she will be ignored by others. Thus, she is marginalised by the other girls, especially by the mean girls (« dans la culture populaire américaine, cela renvoie à un groupe de lycéennes très soucieuses de leur apparence physique, souvent superficielles, manipulatrices, et qui rejettent voire tourmentent, tous ceux et celles qui ne correspondent pas aux normes qu'elles se sont fixées. »⁶⁶) and the slut shaming begins at that moment.

In Nora Fraisse's novel, she reveals Marion suffered from slut shaming. Her classmates criticised her because she has not the same physical asset than the popular girls. « J'ai vu, dans les échanges Facebook, qu'on te critiquait sur ton physique. On disait que tu n'avais pas de seins, on allait voir ce qu'on allait voir dans les vestiaires quand tu reprendrais le sport. »⁶⁷

After these insults and threats, Marion told her mother that she did not want to wear a dress anymore to not be judged by her classmates. What is dreadful is that Marion underwent that because she was not like the other girls, the popular ones, the ones who are more interested in having the latest clothes than succeeding at school.

⁶⁵ Stassin, Bérangère, *(Cyber)harcèlement, Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.53.

⁶⁶ Ibid.

⁶⁷ Stassin, Bérangère, *(Cyber)harcèlement, Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.82.

« Le sexisme n'est pas, en effet, l'apanage unique des garçons. Des filles peuvent très bien se montrer sexistes à l'égard d'autres filles (voire d'elles-mêmes) pensant « ainsi se démarquer des autres et assoir leur popularité de « filles bien » et vertueuses au sein de la communauté masculine. [...] pensant se valoriser aux dépens de leurs congénères, mais contribuant à leur propre enfermement dans des stéréotypes de genre. » (BLAYA, 2013, p.56-57)

Boys are also the first ones to criticise girls. If a girl does not have breast, she will be criticised, boys will say she is still a baby. On the contrary, if she has large breasts, she will be criticized, boys will think that because she already looks like a woman, she is a girl of easy virtue.

Actually, a girl and even a woman cannot wear what they want because they will be criticised whatever they wear. Loose clothes are associated with tomboy and so people will say they are not feminine enough. A girl or a woman who wear girly clothes, who like to doll themselves up will be considered as girls of easy virtue, as “whores” who only think of their image and of what boys think of them.

A girl can be insulted of “whore” to no good purpose, just because she is a girl. Does it happen to boys? No. We will not hear someone speaks about a boy saying that he is a “boy of easy virtue”. Besides, if you look for the definition or the translation of a « garçon facile » you will not find it, however, if you look for « fille facile », either to translate it or to have a definition, you will quickly and easily find it. Does it imply there is no “boy of easy virtue”? I think so because it is common that a boy charms and likes a string of women because he is a boy, and he is the one who “wears the trousers”. Conversely, if a girl does not make love, she will be categorized as too hung-up, if she makes love, she will be categorized as a girl of easy virtue. Whatever her choice, her clothes, and her viewpoints, she will always be judged. Will it end one day? When will this society progress and when will people understand that women have the same rights, that they are free to do what they want in the same way as men?

For New Year's Eve, 2015, a seventeen-year-old girl suffered from revenge porn on behalf of a discreet voyeur who photographed her lovemaking with her boyfriend. Then, the picture was sent on the social networks.⁶⁸ Thereafter, she underwent slut shaming on

⁶⁸ https://www.liberation.fr/france/2016/01/05/une-ado-harcelee-sur-twitter-pour-une-photo-intime-analyse-d-un-lynchage_1424253/

social networks: « *Vous êtes là à [la] défendre. Mdrrr. Mais une pute reste une pute, elle n'a plus qu'à assumer vu qu'elle devait aimer ça.* » Because of that, she had to move from her town because everyone recognised and insulted her. She shared her lack of understanding and her pain when she realized that boys and girls are not considered in the same way, especially in stories like it.

« Ce qui me dérange aujourd'hui, c'est que la fille et le garçon ne sont pas vus de la même façon. Moi on m'a insultée, on a essayé de m'anéantir moralement, alors que le garçon qui était avec moi, on l'a félicité, on ne l'a jamais sali. Je trouve que c'est totalement inégal. »⁶⁹

In the case of Amanda Todd, nobody supported her as well and on the contrary, people called her “porn star”. Even if the blackmailer was the one to blame, it is her, the girl who had to put up with critics and insults. Amanda was just defined by the reputation the blackmailer gave her and not by who she was on the inside. Marion Fraisse suffered from the same slut shaming just because she had a boyfriend while she was in middle school, she was insulted as a “whore” without reason by her classmates. They insulted her just for fun and just because it is “fashionable” to insult.

« Un garçon commente alors et te jette un message violent : « De toute façon, t'es qu'une pute. » [...] tu as écrit au gars : « Mais pourquoi tu me traites de pute, qu'est-ce-que je t'ai fait ? T'es sérieux là ou quoi ? » [...] Le garçon qui t'avait traité de pute ce jour-là a répondu : « c'était pour rigoler. Mais ça ne t'a pas fait rigoler. »⁷⁰

The series *13th Reasons Why* – that I have decided to study within my didactics part – deals with school bullying and cyberbullying. In this show, it emphasises the fact that a girl is seen by what she sexually does or did. The fact to deal with these issues on a TV show can make pupils realize the consequences of such words and behaviours.

« [la série met le doigt sur l'absence de manœuvre qui s'offre aux jeunes filles à l'adolescence, particulièrement en ce qui concerne la sexualité et véhicule ainsi clairement l'idée dangereuse (mais non moins réaliste) que la valeur d'une fille dépend de sa respectabilité sexuelle. » (GABRIELLE RICHARD, 2017, p.1)

The term slut shaming or slut bashing is now used to denounce this sexual violence by Anglo-Saxon's countries and mostly by the feminists. For the people who are against it,

⁶⁹ Stassin, Bérangère, (*Cyber*)harcèlement, *Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.101.

⁷⁰ Stassin, Bérangère, (*Cyber*)harcèlement, *Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.83.

it represents a rape justification. Indeed, if we consider that a woman who wears short skirts and skin-tight clothing and who has a low-cut neckline is a girl of easy virtue, in that case, it normalizes the fact that if she was raped, it is because of her, because of her clothes and of her behaviour.

Besides, thanks to all the people who care about cyberbullying and who try to change things, an action has been implemented by the government to fight cyberbullying in 2014 in France:

“Dorénavant, toute personne ayant des propos ou comportements répétés, ayant pour objet ou effet une dégradation des conditions de vie d'un individu sera passible d'un an d'emprisonnement et de 15.000 euros d'amende. La peine est doublée notamment si les agissements ont causé une incapacité totale de travail supérieure à huit jours. »⁷¹

As well, recently, in France, a toll-free phone number (0 820 200 000) was created in order that people can call if they suffer from cyberbullying. It demonstrates that cyberbullying is taken seriously. As well, it proves that it is differentiated from school bullying, it has its own law even if the consequences are quite similar. Thus, we know that these two violence forms – one happens on-line and the other offline – are just as much devastating with tragic consequences on the victim.

Also, social networks take part in the campaign against cyberbullying as there are the first to be concerned about it.

Facebook, for instance, creates a new parameter for users to mask, suppress or report several comments at the same time.

« On peut citer les dernières mesures prises par Facebook contre l'intimidation et le harcèlement : possibilité de masquer ou de supprimer plusieurs commentaires à la fois sous un post, ou encore possibilité de signaler un contenu jugé injurieux publié sur le compte d'un ami. »⁷²

As well, Instagram has just proposed a new solution to avoid cyberbullying on its platform: users have now the possibility to block a person and the new accounts that this

⁷¹ <https://fr.statista.com/themes/5494/le-cyber-harcèlement-en-france/>

⁷² Stassin, Béangère, *(Cyber)harcèlement, Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.85.

person will create. Indeed, we know that a bully is ready to create a lot of accounts in order to bully his victim. (Appendix 5)

Moreover, at Amiens, a French town, the prosecutor confiscated the phone from a thirteen-year-old middle schooler who cyberbullied people: he was the perpetrator of death threat of a homophobic nature. This efficient measure should be used for all the cyberbullies. Because of the lockdowns, the French department of the Somme noticed the increase of cyberbullying. Consequently, tougher measures have to be taken.⁷³

I will end this part by speaking about a 2018 law which punished the perpetrator of cyberbullying's acts but also the person who took part in that cyberbullying.

« La loi du 3 août 2018 prévoit désormais que tout participant à un acte de cyberharcèlement puisse être condamné à une peine allant jusqu'à trois ans d'emprisonnement et 45000€ d'amende, même si cette participation n'a consisté qu'à envoyer un ou deux messages, à tweeter ou à liker une ou deux fois. »⁷⁴

In my opinion, the end of this quotation is very interesting because as I said in my first subsection and as it is explained in the 2018 prevention campaign, « Liker c'est déjà harceler ». This law allows to condemn as well, people who do not bully directly but who take part in it.

However, concerning this prevention campaign against cyberbullying, Nora Fraise regrets the fact that adults are totally absent from it. On the Internet site of Eduscol in the school bullying sections or on associations site, it tells pupils to speak straight away about bullying to an adult but on the awareness campaign, adults are excluded as if pupils were left to their own devices and should resolve the bullying issue alone without adults' help.

« Quant aux vidéos diffusées dans le cadre des campagnes de sensibilisation, elles me posent un autre problème, choquant à mes yeux. [...] dans ces films, il n'y pas d'adulte.

⁷³ <https://www.francebleu.fr/infos/faits-divers-justice/cyber-harcèlement-entre-jeunes-a-amiens-le-procureur-confisque-les-telephones-portables-des-auteurs-1620031571>

⁷⁴ Stassin, Bérange, *(Cyber)harcèlement, Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.86.

Ils sont absents, effacés du paysage. C'est tout de même révélateur d'une sorte d'abandon généralisé, de démission de l'encadrement et du monde adulte. »⁷⁵

This has demonstrated how much cyberbullying is a sizeable issue within our society and even if laws have been creating to reduce it, countries have still a lot to do to manage this worldwide curse.

⁷⁵ Stassin, Bérangère, *(Cyber)harcèlement, Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.152.