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Restorative approach: a path for cyberbullying intervention and prevention in post-primary schools in Dublin.

By

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A dissertation presented to the

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Abstract

This study focuses on answering this question: How can restorative practices address cases of cyberbullying in post-primary schools in Dublin and help build a culture of peace in the virtual world?

The difficulties linked to this research were essentially qualitative. The qualitative method proposed in this research presents two advantages. First, the comparative study appears to be more suitable for constriction of this strategy. It is possible to make a cross-national analysis. This kind of analysis helps to understand two different realities. They may share the same issues.

The strategy used for this research was to send a survey by e-mail. The second process used is the semi-structured interview. Finally, the literature review with secondary data collection provides theoretical debates to understand social phenomena and behaviours.

This process investigates how Dublin schools prepare to fight cyberbully and shows how a restorative approach can work against cyberbullying in schools. To present a map of how the restorative approach interventions in the reality of students.

The result of absent responses from schools demonstrates how vital this issue is, despite being an issue of children's safety and psychological well-being. It seems taboo, which schools do not so openly discuss. What makes it possible in this study is that it presents suggestions for some intervention possibilities in the schools using restorative approach.

Introduction

The experience of being a Master student of Alternative Dispute Resolution resulted in an interest in the restorative approach. This subject caught my attention because, throughout my studies for this Master's, I understood that developing a culture where peace reigns is a more significant challenge than dealing with any war strategy. Furthermore, human beings are much more apt to violence than peace. Thus, this course encouraged me to research this approach that works as an intervention strategy in situations of violence, giving those involved the opportunity to build a path of peace.

The internet is present in the lives of billions of people around the planet, and each year the number of users grows. It is possible to access the internet through smartphones, computers, tablets, and smart tv. Two-thirds of the population currently online belongs to the wealthiest countries. Moreover, the wealthiest nations have seen their internet users increasing; in 2016, more than 3.4 billion were online, explained Max Roser, Hannah Ritchie and Esteban Ortiz-Ospina (2015).

The internet has developed such a vital meaning in people's daily life, and it has modified behaviour and incited social change. Goodes, 2017, states that people used social media platforms to organise groups at a low cost during the Tunisian revolution. The internet and its platforms allow for a greater reach at no cost to those involved. It was a far more democratic way them the traditional media involving print and digital television networks and newspapers.

The internet also makes it possible to record the protest results in publicity, and people could also protest through its use.

On the other hand, Gohdes, A. R. (2018) explain the violent consequences of the internet. Due to its reach to all layers of the population, it has the power to provoke collective reactions through a technology that we use daily, like smartphones and cellphones. His research explains that several studies showed that communication technologies, especially social networks, have incited ethnic tensions through violent speeches shared through cell phones.

This example demonstrates the potential that the internet has as a means of aggression. Bringing this reality to the specifics of the children's audience, we can understand why it is necessary to take care that the digital environment is safe for children and adolescents. Therefore, the European Commission has paid attention to presenting guidelines and acting in favour of building a safer internet for children and adolescents.

This is the reason why, this research was developed to answer this question: How can restorative practices address cases of cyberbullying in post-primary schools in Dublin and help build a culture of peace in the virtual world?

One of the strategies that we must pay attention to build this space of greater security for young people is implementing an antibullying action strategy. The Irish Department of Education and Skills presented in 2013 a national plan where all schools are required to have in place a code of behaviour and antibullying policies. This document says that this code must be under guidelines issued by the National Educational Welfare Board (NEWB). The NEWB's The Welfare education, in an act published in 2000 (Department of Education and Skills, 2013), presents guidelines on the antibullying policy that all schools in Ireland must work. Some of these guidelines' standardised points are flexible, leaving schools free to develop their antibullying actions under the specifics of each. The School board must fully support any antibullying policy and intervention. Teachers and school staff, pupils and family members must also cooperate, having the principal as a leader.

All those involved must know the policies and intervention strategies of the problem. This work aims to develop a positive environment at school, where everyone feels welcomed, with an inclusive environment where any difference is accepted, supporting students them discuss bullying by making them aware that the entire school community finds bullying and cyberbullying unacceptable.

In Ireland, 78% of children aged 9-17 years own a smartphone with internet access, 27% are online several times throughout the day, while another 11% are continuously online. The time these children spend on the internet increase among teenagers aged 15-17, a group in which 47% use the internet daily. These numbers presented by the National Advisory Council for Online Safety (2021) illustrate the massive presence in the lives of children and adolescents of communication technologies. This information demonstrates a need for guidance and education to deal with this access.

During the pandemic, the number of children with internet access increased. As a result, the number of cyberbullying cases increased by 28%, reaching 66% of children between 14-17 years old reported having suffered cyberbullying episodes, Norman, O'Higgins, et al. (2020). This scenario demonstrates a need to reassess policies and practices against cyberbullying, as they were not enough to prevent this event during the pandemic.

These numbers show the presence of the internet in a significant portion of Irish children's life. Moreover, this can have implications like the belief that the law does not govern the internet and the possibility of anonymity would allow people to go beyond the law, making people have attitudes that cause harm to others. The methodology of restorative practices shows that self-reflection and a reframe are necessary for people to understand the magnitude of their mistakes and the consequences of their actions.

According to O'Moore, M. (2013), in Ireland, the educational Welfare imposes that every Irish school must act to guide and support victims and investigate and intervene in cases of bullying. However, Cyberbullying is presented as a subcategory of bullying without specific guidelines on how schools should address cyberbullying cases.

This research is relevant mainly because the internet can provoke changes in behaviour and activate emotional triggers. Although it is vital for our present-day and future, the internet is so present in our daily lives that we prepare kids to deal with it respectfully and healthily, so they can be adults who can help make the internet and space of peace.

Chapter 1. Literature Review

Definition of Cyberbullying

The differentiation between bullying and cyberbullying is essential to understanding the causes and consequences of each experience. Also, it is critical to know how to address this behaviour due each situation requires different actions for this prevention and intervention strategies.

According to Norman, O'Higgins et al. (2020), bullying traditionally happens in face-to-face contact. It would characterise the violence as bullying because the victim is known to his aggressor and systematically suffers the violence. Repetition is another essential characteristic of bullying. In bullying, there is also a situation of the disadvantage of the victim. Who usually is someone at a physical, social, psychological or/and economic burden. The perpetrator of violence knows his advantage and uses it to abuse the target person. That violence is systematic, and the repetition undermines the victim's chance to defend himself.

The description that O'Moore, M. (2013) presented about cyberbullying shows that behaviour has become more common among older teens. It is also among them that access to the internet is more significant than the younger pupils, and therefore, they are more at risk of living this experience. It happens when someone threatens, embarrasses, humiliates, exports, ruins reputations, exports intimate content, curses, harasses, or intimidates through electronic means, Facebook, Instagram, e-mail, WhatsApp, or calls.

However, unlike traditional bullying, this kind of violence can reach more considerable consequences than traditional bullying. The fact that the internet makes it possible we reproduce and share information indefinitely, the power of sharing on the internet means that content can spread, and the herd effect can minimise violence. Where an uncontrollable world of people participates in perpetuating the traumatic episode on social networks, on the internet, a unique negative experience becomes eternal, beyond the control of even the abuser himself (O'Moore, M. 2013). Furthermore, the power that the internet has to potentiate evil and keep the identity of the abusers anonymous highlights the difficulty that the victim has in defending himself. Cyberbullying presents a power unbalanced by the numbers, the more power of engagement the content has, the more the victim will suffer from the long-term consequences of bullying. The situation is always out of the creator's control on the internet.

Thus, a negative experience that could be an isolated episode in a particular space and time starts to reflect in the young person's life. It is impossible to have a safe place, which can raise the consequences of this trauma. Without a safe place, the victim can not have a moment of peace.

Another aggravating factor, says O'Moore, M. (2013), is when the target experiences the violence of bullying both online and offline. This situation deprives the victim of the opportunity to have moments of relief, and safe spaces for these experiences, leading the youth to experience violence twenty-four hours a day repeatedly.

For the target, the effects of cyberbullying are devastating to the development and mental health of young people, according to the Department of Education and Skills. (2013) international surveys indicate that these young people report feelings of depression, anger and frustration, which results in low self-esteem and increased anxiety. Moreover, because violence and humiliation can expand indefinitely to an unlimited and anonymous audience, cyberbullying can be even more harmful to the mental health of these young people than traditional bullying.

Thus Reyneke R. P. (2019) explains the consequences of the experience of this trauma from a neurological point of view. The consistent experience of being the target of violence can cause toxic stress that will influence how the brain will form its architecture. It activates the limbic

system and the amygdala responsible for analysing situations, whether cases are threatening or not, responses caused in the hippocampus are fear. The response to this type of stress can lead to impulsive behaviour, lack of attention, hyperactivity and antisocial behaviour. There is also a strong relationship between these changes and the risk of depression. In addition, these victims have a higher level of risk of suicide.

Victims of this type of virtual violence have high levels of stress, have their academic performance impaired, and feel hopeless. The risk of suicidal thoughts and behaviours rose in these cases. These people are also at a higher risk of experiencing mental health issues. The fact that the target usually belongs to minority groups such as homosexual, bisexual and ethnic minority leads to a more significant concern about the consequences of this type of experience for these people.

In the body, the need for an escape response is activated. The need to flee, fight, or freeze in a traumatic experience reveals that the left side of the brain responsible for our analytical capacity is deactivated, and the right side responsible for emotions and activated says Reyneke, R. P. (2019). Thus, the traumatised person decreases their capacity to think rationally and sometimes exhibits irrational emotional responses.

The use of punishment against the bullies can not have a positive result for both victim and bully. As it also activates the limbic system (amygdala and hippocampus). It is typical for the punishment reaction on the part of adults to make the child feel even more afraid and freeze in the face of violence Reyneke, R. P. (2019) explains that situations can make some kids feel so scared that they refuse to ask for help.

Perpetrators of cyberbullying are also affected by this behaviour. Reyneke, R. P. (2019) explains that they present poorer academic performance and disciplinary problems, commonly linked to physical aggression, theft, alcohol, and other drug abuse. These young people need a profound intervention in educational programs that can help them to transform their aggressiveness. The reasons that lead the perpetrator to carry out this kind of violence are categorised into internal causes, such as emotional states, revenge, boredom, jealousy, trying out a new persona or

redirecting fees. External reasons are based on the victim's characteristics, such as appearance, situational reasons, and the certainty that there will be no punishment or consequences.

In cyberbullying, bystanders play a much more active role than traditional bullying. There are also cases of bystanders who have the attitude of helping the victim by supporting or defending the victim. In their research, Norman, O'Higgins, et al.(2020) found that cyber-standers stated that they fear being hit by the same situation when they witness an episode of cyberbullying. This experience dramatically increases their anxiety levels and risks of depression due to the fear that they will also become a victim of the internet one day.

According to Reyneke, R. P. (2019), bullying in schools causes another problem when this behaviour is not adequately addressed. Furthermore, it can perpetrate in adulthood, resulting in cases of bullying at the workplace, for example. So both the victim and the bullies can keep a cycle of violence going, and we can observe this when we see the internet being invaded by this type of behaviour, with some cases becoming viral.

The social context for cyberbullying

A vast amount of literature diversely presents the causes of cyberbullying. One part points to individual factors such as lack of empathy, cold cognition or pointed to poor parenting skills. In addition, we must look at the socio-contextual aspects in which the young person has their life experience. For example, school culture is a factor that can also contribute to cyberbullying. Suppose at school we find a description of normativity based on the dominant discourse. In that case, these can be the basis for prejudices that are converted in social networks into comments of discrimination, which segregate young people who do not fit the moulds of this normativity.

So everyone who is "deviant" from this norm becomes marginalised and persecuted. This conflict we can see translated in the online world into homophobic, racist, misogynistic or homophobic comments. We can thus understand that a school, depending on how it positions itself in the face of diversity, can become fertile ground for cyberbullying.

This way of undermining prejudice in offline society is translated into the fear that young people who belong to minorities are more afraid of suffering cyberbullying attacks. Because they live that experience in their offline life, one factor is that some schools can interpret cyberbullying as something that does not cause harm, normalising this type of behaviour as part of online life.

In some cases the cybebullying can be understood as a expected behaviour, like it is something that happens because of the circunstances. For example, in cases where the victim is exposed after sexting (exchange of sexual images or videos online), being exposed without consent, is normal people who received the photos blame the victim for the act and its consequences. These people help to share more of this content, and the transformation of this content into viral seems to be a form of punishment for the victim. According to Myers, C. A., & Cowie, H. (2019), bullying commonly occurs between a group; we have the victim, the aggressor and bystanders, who, in the context of cyberbullying, also play the role of propagators. Moreover, this can lead to violence reaching unexpected levels of exposure even for the perpetrator.

To the bystanders, they usually interprets it not wrong sharer contend or make comments about a bullying situation. They forget the guilt because they understand that being bystanders, they are not making anything violent, not feeling part of this act. Watching the videos or sharing a joke is just meant to be fun. The spectator can even blame the victim for being exposed, showing how the victim is incapable of defending himself. This indifference and objectification of the punitive action on the victim's actions make a lack of empathy grow between the bystanders and the victim. The suffering that the violence perpetrated causes to the victim is not recognised by people. Therefore, this collective vision of non-responsibility for what is consumed and shared on the internet makes the victim exposed to violence indefinitely. The victim suffers from the exposition on the internet day and night and invades school, work, family, and friendships.

Cyberbullying and Covid 19

The COVID-19 pandemic has significantly changed our relationship with the internet and communication technologies. For more than two years, This was the only way we found to get

closer to other people and continue part of our social activities. The research made by Norman, O'Higgins, et al. (2020) shows that maintaining social contact, even online, is essential for mental health, especially during quarantine. This event increased the number of teenagers and children accessing the internet. To continue interacting with their peers and carrying out their school activities. The number of child victims of cyberbullying increased in Ireland during a lockdown, with 28% of children claiming to have been victims, 50% claiming witnessed, and 66% of children claiming to have seen an increase in cyberbullying cases during a pandemic. With this increase in its use, the internet recorded 2020 a significant increase in abusive and hateful comments on social media.

In addition, says Norman, O'Higgins, et al. (2020), young people without external contact with community members, teachers, coaches, childcare workers, and extended family are no longer in regular contact with children during COVID-19 make difficult for them to seek help. What leads to worrying data is the low number of young people who turn to some help. Only 41% of children ask a parent or caregiver for help, 19% speak with friends and 5% with teachers and principal. It shows it these young people do not see the school as a space for help and support for this problem. Many prefer not to seek help from an adult for fear of their reaction being disproportionate or making things worse by making the victim an even more persecuted target.

Along with the lockdown, there was also an increase in the digital skills of young people. All their academic activities are being carried out via the internet, making them need to develop expertise on how to change their private setting and what kind of information they can share. What makes it even more urgent for schools to train students in their digital skills to discern what behaviour and content can manifest on the internet.

Norman, O'Higgins, et al. (2020) responded that 42% of Irish parents were more worried about cyberbullying since the lockdown started than before, and 54% were increasingly concerned. These numbers demonstrates the difficulty that parents have in how to guide their children or intervene in cyberbullying situations.

Another challenge says Smith, P. K., & Steffgen, G. (Eds.). (2013) is for children and teenagers can be extremely challenging to be offline. However, their online lives are so meaningful and intricate in their social relationships that it becomes difficult for many young people to give up using the internet and social networks to avoid contact with the experience of cyberbullying. The solutions that young people use to deal with cyberbullying can be to block contact with people, change usernames, passwords, e-mail addresses, and phone numbers, deleting messages. They are the most used strategies to deal with cyberbullying. Some present, however, aggressive methods like answering online talk with the bullies stop or even bully black.

Guidelines for an anti-cyberbullying policy in Europe and Ireland.

In 2011, a commission delivered to the European Parliament sent a document that presented strategies to build a better internet for children. Ensuring their safety on the internet is a duty of parents, schools, and the state (Union, I.2014). Forbidden youth access to the internet can prevent them from developing digital skills and enjoying the internet's favourable facilities. Therefore, dedicating a better quality service and content suitable for children is a challenge, despite the evident and urgent need to develop tools that can help in this project. Although access to the internet by children has significant economic potential, opening up opportunities for companies that think about internet solutions aimed at this audience, it has not received so much investment and attention. Therefore, there is a need for social policies that encourage and guide how companies can adequately serve this public.

The document proposes four strategies for European countries to adjust to their realities and needs to reach this objective (Union, I.2014). First, offer incentives to construct appropriate content for children; second, intensify awareness and autonomy activities; third, create a safe online environment; fourth, combat child sexual abuse and exploitation. The European strategy understands that children are a potential market that generates millions in need of digital content, online games and streaming. They are a part of the market that is usually neglected. It

is necessary to build tools with advertising control, invest in helplines, and change algorithms to filter content and guide children in the digital world.

Unfortunately, the policy of many European countries is limited to ratings, instituting codes of conduct, reporting channels or offering security software for parental controls. But why manage the risks of the presence of children on the internet. The document presents a 2010 study where 4 out of 10 children in Europe said they had experienced risk situations. Examples; communicating online with someone they had never met face-to-face; being exposed to user-generated content promoting anorexia, self-harm, drug-taking or suicide; being exposed to sexual images online and misuse of personal data; going to meetings offline with people they first met online; being cyber-bullied (Union, I.2014).

New behaviour patterns are also emerging, such as distributing footage taken on a mobile phone's camera of physical assaults on other children or sending/receiving sexual images/messages to/from peers.

It turns out that, despite claiming to be digital natives, the truth is that younger people do not have the digital skills necessary to know how to deal with the internet in a healthy path, especially in situations that may involve risk. For example, many do not know how to change their privacy settings or protect their passwords and personal phones from being hacked. It may seem insignificant, but a deep digital education helps young people protect their privacy and also become adults prepared to deal

with the online world. Developing the ability to recognise sources of information, protect themselves from scams and other criminal activities and not engage in violent, hateful behaviour (Union, I.2014). With the daily routine more digitalised and the internet becoming part of our consciousness. Digital education is necessary for schools, which could even help train future parents, who will one day have the mission to guide their kids in online life.

It is the role of the school to provide an appropriate environment for all pupils. The school must combat any behaviour that could undermine students' physical and psychological well-being to achieve this goal. This violence would reduce the quality of education, given that health and

learning are linked (Department of Education and Skills 2013). Moreover, bullying would cause a loss of school engagement, self-confidence and the ability to pursue ambitions and interests. Therefore, implementing an antibullying policy is crucial for the school to prevent and tackle bullying adequately.

Cyberbullying happens outside the school premises and leads many to believe that they should not get involved in this type of situation, as it would exceed their authority limits (Department of Education and Skills 2013). Teachers do not always feel responsible for helping students with peer relationships, especially in how they interact with their peers in the online world. Entering this territory could be interpreted as if these teachers were overstepping their duties.

Therefore all the Irish schools are under the Education (Welfare) act, 2000. This act determines that all schools have a code of conduct based on the guidelines issued by the National Educational Welfare Board (News) 2008. In addition, in January 2013, the action plan on bullying was a report of the antibullying working group to the Minister for Education and Skills. The procedures presented in this document guide schools on properly handling bullying cases. These procedures are applicable in all primary and post-primary schools serving pupils under 18 years old. Antibullying policies must present critical principles for the prevention and tackling of bullying. The definition of bullying in this document extends to cyberbullying as part of the national intervention plan.

The guidelines guide schools to develop a program to support those involved in bullying episodes. Each case requires schools to ensure that an adult appropriately supervises all activities and adequately addresses bullying behaviour. In addition, ensure procedures for observing, investigating and reporting bullying behaviour.

The 2013 document also discusses what is needed to implement an antibullying policy effectively. Positive school culture and climate, where diversity is a characteristic part of society, pupils feel supported and are encouraged to see the best of themself. Effective leadership, teachers and principals are influential leaders to their pupils. All school staff, teachers, principals, parents and pupils must share an understanding of what bullying is and its impact. Every school must start

the implementation of education and prevention strategies. Including awareness-raising measures, adequate supervision and monitoring of pupils, support for staff; consistent recording; investigation, and follow up of bullying behaviour, including the use of established intervention strategies, and ongoing evaluation of the effectiveness of the antibullying policy. This document also highlights the responsibility of parents and guardians in combating and preventing bullying. School-based initiatives do not mean that the school does not need support for their action from all communities.

These guidelines become challenging for school members in cases of cyberbullying, as this type of violence crosses school walls and even the protection of their homes. Kids and teenagers are exposed to the public and can be affected by it in a virtual world, therefore outside the school's jurisdiction. The involvement of teachers or school staff can raise doubts that they are going beyond the school gates.

There are no specific guidelines for cyberbullying. However, this is a subcategory of bullying, divided into cyberbullying, sexual harassment, and identity-based bullying (specifically homophobic bullying, transphobic bullying, racist bullying and bullying of persons with disabilities or special educational needs.

Following the Report of the Anti-Bullying Working Group to the Minister for Education and Skills (2013), we can observe that its recommendations involve parents' care in guiding and taking care of their children's access to the internet. These guidelines to be followed make evident the vision that the Minister for Education and Skills (2013) has on the reality of bullying being a behavioural problem with a deep relationship with social issues, being a problem that cannot be as exclusively by the school. Society must participate in any action to protect children and adolescents' physical and psychological safety because schools have the privilege of being an accessible space for children of almost all ages, geographical locations, and social situations.

The document written by the committee points out the lack of support that young people find in dealing with cases of cyberbullying. They do not know whom to help, as they are the school, in many cases of responsibility. Furthermore, they understand a space much less within their

physical competence, as they are not as much within their physical competence as possible from their physics. Young victims can also find their support from legal authorities, but these can support the legal authorities and cannot guide how much they cannot intervene in these cases. This lack of guidance found in the community also results in a lack of guidance and recognition from parents to help their children face the internet's risks, including cyberbullying.

Restorative approach at schools

In documents written by Jaffer, M., & Brazeau, P. (2012) and the Department of Education and Skills. (2013) guide institutions, especially schools, to deal with cyberbullying, using the whole community approach, understood as the best form of intervention in cases of cyberbullying precisely because it takes care of how people deal emotionally and behaviorally after wrongdoing. Punishment leaves the focus of this intervention as it understands that these violent cases illustrate a failure in society and a need for adjustment and reparation for all those involved in wrongdoing.

It is as if society admitted that it failed to fulfil its socialising function, as it allowed space for the violent act to be carried out. Here, bullying violence is essentially linked to a problem at the relationship level and failures or poverty of developing empathic capacity. Therefore, two essential human issues are the responsibility of the whole of society to help young people develop so that they can develop as more supportive and empathetic humans. This intervention style aims to develop a culture of respect and empathy within schools, where everyone has a role; parents, schools, children, social service providers, corporations and businesses and all lightweights of government.

Only a nation can change a culture, explains Jaffer M., & Brazeau, P. (2012). Cyberbullying is a problem with deep roots, linked to issues that need to be discussed by society: machismo, homophobia, xenophobia, and racism. Cyberbullying is a mirror of what society teaches its young people. Therefore, for the Canadian Committee, it is impossible to combat cyberbullying effectively without first working on the prejudices that drive these behaviours. It is necessary for

the collaboration of the whole society. In her research presented to the committee, Shelley Hemel showed that bullying decreased by 40% after the community adopted the whole community approach.

The Canadian document presents some recommendations for the practice of cyberbullying prevention that we see presented in a very summarised way in the documents for intervention strategies against bullying in Ireland.

For Jaffer, M., & Brazeau, P. (2012), it is essential that the general public be aware of the internet's risks to young people, but not demonising or prevent them from having access to these. What is it, these saurians and that the schools know what needs to be done and which strategies present the best results. Much research has been done on this topic of cyberbullying. In many cases, according to Shelley Hymel, the result has been that the government helps schools develop the community approach, strongly recommended by this author as the best means of intervention in cases of cyberbullying. This approach is effectively proved by scientific research, showing that a holistic intervention is necessary to deal with cyberbullying. Like any act of violence, cyberbullying is a social problem.

In 2012, Dodge, Alexa (2021) cyberscan security is a cyberbullying victim support unit. It also helps victims from a non-consensual intimate image distribution was perceived as urgent after young people committed suicide because of their experiences with this violence. Tragic consequences of these situations led to the construction of this unit that aims to guide and support victims of this type of violence and help in the empathic understanding of the implications that involve this type of violence—educational actions and interventions with the actors of these cases.

The "restorative approach" is used by cyberscan to resolve conflicts in cases involving the internet, says Dodge, and Alexa (2021); this is the best approach for this situation because the project's objective is not punishment but the reestablishment of relationships and the commitment to respect the dignity of others. In many cases, events occur between close relationships, boyfriends, ex-boyfriends, co-workers, etc. Therefore, explains Corrigan, L., &

Robertson, L. (2015), the practice of restorative justice methodologies is to find ways to help victims empower themselves and be supported.

And it presents a focus on the relational approach that looks at the contexts, causes and circumstances surrounding the harmful act. The cyberscan unit works closely with the victim to determine which solution fits their case, reaching empowerment through dispute resolution, counselling, negotiation, mediation and restorative practices, and necessary guidance to solve the issue in the justice system if necessary.

In the year 2020, the provincial minister of justice, Mark Fury, determined that the cyberscan unit explains Dodge, Alexa (2021), works with the methodology of restorative justice to address cases of cyberbullying. The reality, however, is much more challenging. The author states that the members of the cyberscan Unit have not received guidelines or resources for taking a restorative approach in all complaints and demands that the unit receives. Although the unit works from a non-criminalisation and punishment perspective, many cyberscan interventions are not restorative practices.

According to Dodge, Alexa (2021), the guidelines for restorative practices are relationship-focused, inclusive and participatory, comprehensive, holistic and forward-focused. For the unit to present a restorative approach in practice, it would have to ally itself with restorative practices already implemented for traditional bullying. The differences between bullying and cyberbullying can lead to the thinking that the intervention practice could not be the same. Although cyberbullying has specificities that differentiate it from bullying, there is a close relationship between the two acts. Thus, restorative practices to address bullying can also be used to address cases of cyberbullying, especially within the school environment.

Schools, therefore, end up resorting to cyberscan appearances to request legal warnings and cyber safety presentations (Dodge, Alexa. 2021). This is a limitation, as this approach focuses on the consequences of punishment and blames victims for leaving themselves vulnerable. Pedagogical lectures, for example, do not take into account that in many situations cyberbullying is provoked by someone who is part of the victim's circle of acquaintances. Furthermore, the

intense interaction with the internet makes it impossible for any strategy to be 100% effective. No one is safe from becoming a meme.

This intervention is even more ineffective as it is impossible to control all forms of intervention on the internet. This view is the same one that states that children must behave in a certain way to avoid traditional bullying. What puts the victim in a position of guilt? He is the victim because he behaves like one and leaves himself in this role because he does not know how to defend himself. Which completely escapes the proposal of restorative justice. The focus of the same is to help the bully empathise with the consequences of his actions and for the victim to embrace coping with this trauma.

The restorative approach focuses on the relationship. We must realise that in cases of cyberbullying, the most common people close to us are the perpetrators of this type of violence. Unfortunately, Dodge, Alexa (2021) schools do not use the restorative approach. In general, teachers ask for the unit help after having already carried out a punishment, requesting a pedagogical lecture about the implications of the law on cyberbullying and cybersecurity.

The focus is on finding solutions to this type of dispute to help the relationships recover or change. The methodologies offered by restorative approaches show how digital harmonies have impacted people's lives, according to Jaffer, M., & Brazeau, P. (2012). This method can even provide more complex answers about what is behind a cyberbullying situation or the dissemination of intimate images on the internet. Therefore, bullying and cyberbullying relationship problems must be addressed through a methodology to help the parties build a healthier relationship. That is precisely what restorative practice offer.

Perhaps the cyberscan unit has this approach in the research of Dodge, Alexa (2021) confirms that in practice must, those interventions the cyberscan unit agents do not describe as restorative justice. Despite being more effective, restorative practices find little space in schools. We can expect the same result from Irish schools. Despite the Department of Education and Skills (2013) policy recommending the role, schools approach, schools have little access to them. The practice of combating and preventing cyberbullying is far from what the law guides.

The restorative works can understand how a sexist culture can influence people's online behaviour, leading to disputes, explains Corrigan, L., & Robertson, L. (2015). It can open a possibility for new research and critical discussions. The conclusion is that these disputes have a more profound social context, influenced by social beliefs and values, resulting from a toxic environment for victims and aggressors.

Chapter 2. Aims and Objectives of the research

Every research must begin with a focus, a general question that guides the decisions and actions taken when carrying out the research. The research process is like a wall of bricks whose final result depends on the joining and completion of small parts. When broken down into more specific questions, the general question can respond to more specific objectives.

Research Questions

This research aims to answer this question: How can restorative practices address cases of cyberbullying in post-primary schools in Dublin and help build a culture of peace in the virtual world? In addition, the research seeks to answer three more questions, which help set the steps for a proper investigation of the research problem.

How does the national policy to combat and prevent cyberbullying in post-primary schools in Ireland orient teachers and school staff to address cases of cyberbullying?

How do Dublin schools work to prevent and combat cyberbullying? Our restorative practices featured in these strategies?

What are the positive consequences for the school, victims, aggressors, family, and community in implementing restorative practices to face cyberbullying?

Aims

This research investigates how Dublin schools prepare to fight to cyberbully and shows how a restorative approach can work against cyberbullying in schools. To present a map of how the restorative approach intervenes in the reality of students.

Objectives

Therefore, this research has three objectives. First, research, if the national policy to combat and prevent cyberbullying in post-primary schools in Ireland is enough for teachers and school staff to address cases of cyberbullying. Second, investigate how Dublin schools work to prevent and combat cyberbullying and if restorative practices feature in these strategies. Third, analyse possible positive consequences for the school, victims, aggressors, family, and community in implementing restorative practices to face cyberbullying.

Hypotheses

The hypothesis that guides this work would be that even with guidelines from the state and tools available to act against cyberbullying, schools neglect this problem, not using actions and approaches that address this type of conflict properly, limiting it to a punitive approach. The use of the restorative approach enables the development of a much more efficient and sustainable action plan that aims to promote the development of empathy, responsibility and empowerment skills. In addition, it promotes peace in human interaction through communication technologies.

Chapter 3. Research Methodology and Methods

Research Philosophy

Research is a format for a set of systematised actions that guide us in investigating the facts of reality, which the human being developed to know the world around him, nature and human behaviour. The scientific method that we use to conduct research results from centuries of technical refinement.

Discuss the differences between method and methodology to help understand each method's role in our scientific investigation process. For example, Xxxxx says that a method would be the truck by which a particular end or objective is reached. On the other hand, a methodology would be like rules that govern this type of process, determined by various methods.

Therefore, the scientific method explains tha Walliman, N (2016) needs to follow specific rules to avail itself; It needs to be factual, contingent, systematic, verifiable and fallible (all scientific research is approximately exact). Science is not considered something ready and finished. On the contrary, today, it should lead us to more questions than move new research.

Research Approach

The researcher's method, says Lin, G. (2009), aims to carry out a theory, deepening the classification for other contexts, proving the results presented later and replicating the study in different areas. The relevant procedures adopted are intended to allow the researcher to respond to the proposed problem and, consequently, regardless of the proposed objectives. In addition to bringing the researcher closer to the study, these procedures enable the creation of new scientific objects.

This work proposes a qualitative approach to a problem, which is justified, above all, for being an acceptable way to understand the nature of a social phenomenon that is cyberbullying. The author Walliman, N (2016) explains that a qualitative involves qualifying the data, researching the quality of information, and the perception of social actors.

Another approach used in this research is literary analysis, which uses secondary data sources, which can be literary works and published articles about the research object. According to Lin, G. (2009), most exploratory studies are developed from bibliographic sources and are essential for the emergence of new paths for empirical research. It allows the researcher to cover a broader range of phenomena. The main disadvantage is the risk of presenting low-quality data.

Research design and strategy

The difficulties associated with social research make it necessary for the research designer to be flexible, so that qualitative and quantitative information can be collected and interpreted. The qualitative method proposed in this research presents two objectives that define the nature and purpose of the investigation. First, the comparative research appears to be more suitable for constriction of this strategy. It is thus possible to apply it in a cross-national analysis, where realities in different contexts may share the same issues of reliability, validity, and replicability generalizability(Walliman, N. 2016)

The strategy used for this research was to send a survey by e-mail. The research object was built in closed format questions, giving the respondent only the options presented to the subject. This method is quick and easy and does not require exceptional writing skills from the respondents. Although the limit of the choice of answers may decrease the quality of the answers, this research method proves to be the most adequate for accessing as many answers as possible. Using single and multiple answer options, Lickert style this type of question aims to simplify analysing of the collected data.

The second process used is the semi-structured interview, presenting standardised questions in an open format. Interviews are data collection techniques that allow social research for data collection or to assist in diagnosing or treating a social problem. Considering that the researcher and the researched are face to face, the possibility of clarifying many questions, as well as the observation of expressions, in the course of the answers to different subjects, promotes the interview as a procedure that contributes, explains Walliman, N (2016). Also remarkably free as

the previous one. However, the researcher focuses on a specific theme, allowing the interviewee to expose their ideas.

Secondary data collection, Lin, G. (2009) explains that these kinds of data provide recorded information about the subject of the study. These theoretical debates use language and interpretation to understand social phenomena and behaviours. The sources used in this work are textbooks, published official reports, academic essays and research.

Ethical considerations

According to Independent Dublin College (2022), research ethics ensures that all processes used in research, whether with people or animals, are conducted ethically so as not to cause any harm or prejudice to the parties involved in the research. Process. There are general principles designed for all types of research, which should focus on any research.

The research cannot have any intention or possibility of causing any harm or inflicting any psychological, emotional or physical injury. All research conducted by researchers linked to the Independent College Dublin must follow the principles presented in the Declaration of Helsinki.

The Dissertation Handbook (2022) presented by the college that the faculty presents the following principles required of researchers are: honest, open and fair conduct of the process towards all participants; the promotion of transparency and the assurance that the researcher will protect the reputation of the academic environment and the profession in which he participates; respect for confidentiality; identification of principles of interest; due guidance and clarification on all research procedures and objectives to all participants; promotion of free and informed participation in research; understanding and respect for socio-cultural differences.

Presentation of the data

After due discussion and adjustments to the ethical requirements for this work, a survey with closed questions aimed at teachers and school staff who need to deal with cases of cyberbullying. The research instrument was prepared on the google platform through the google forms application. After this survey was sent via e-mail, addresses of the schools were accessed through the website schoolsdays.ie.

Please indicate your function:

Principal

Teacher

Educational Counsellor

This question aims to identify parts of the public that responded to the survey—aiming to build a better view of the profile of the survey respondents.

Cyberbullying happens through digital media, such as WhatsApp, Facebook, TikTok, and Instagram, which directly or indirectly aim to threaten, harass, insult, embarrass and humiliate with words or images. Have you experienced the need to address cases of cyberbullying among students?

Yes

No

The question statement aims to present the cyberbullying view followed by this research, so if the respondent does not have a clear description of what cyberbullying behaviour would be, the information is aligned with the research instrument itself. They can present a more accurate answer because it is possible to discriminate against this cyberbullying behaviour with the description presented.

2. How much do you feel concerned about cyberbullying among students?

Scale 1 (extremely worried) to 5 (neutral)

Find out whether cyberbullying is a concern for these professionals or not.

3. Does your school have an anti-cyberbullying policy?

Yes / No/ I do not know

Find out if schools have an anti-cyberbullying policy to protect and guide pupils.

4. How do you rate your level of knowledge about your school's anti-cyberbullying policy?

I do not know the policy, but I know the instructions to tackle cyberbullying.

I do not know the policy, and I do not have instructions to address cyberbullying.

I know the policy and how to put it into practice at my work.

Understand the level of knowledge about a school's anti-cyberbullying policy.

5. Do you consider that your school's anti-cyberbullying policy helps you address cyberbullying cases properly?

Yes/No/I do not know

Know how professionals evaluate this anti-cyberbullying policy.

6. How much do you feel supported by school, school board, and teachers to deal with cyberbullying cases?

7. How much do you feel supported by parents when dealing with cyberbullying cases?

8. How much do you feel supported by the pupil's parents when dealing with cyberbullying cases?

9. How much do you feel convinced that the Internet media companies like (Facebook, Google, and TikTok) give children tools and information to protect themselves against cyberbullying?

Scale 1 (entirelly) to 5 (zero)

These questions were designed to make it possible to know the level of help and support these professionals have when they need to take action in the face of cyberbullying cases. These questions take into account the principles of the whole community approach, where community support outside the school walls makes a big difference in the actions of professionals at school.

10. The "restorative approach", says Dodge, Alexa (2021). The objective is not punishment but the reestablishment of relationships and the commitment to respect the dignity of others, looking at the contexts, causes and circumstances surrounding the harmful act. So the restorative approach can help the victim determine which solution fits their case, reach empowerment, and be supported. Do your school have any intervention that works with a restorative approach?

Yes/ No/ I do not know

The purpose of this question is essential to investigate whether there are projects with a restorative approach in action within schools.

11. Do you know what means "the role school" approach?

Yes/No/ I do not know

This question aims to investigate whether respondents know the role school" approach.

The second research instrument prepared was a semi-structured interview script (Appendix 3) to guide the interview with Alexa Dodge, whose work guided part of the theoretical path of this research. The questions addressed to the researcher aim to investigate how the restorative approach works in practice against cyberbullying.

Chapter 4. Data Analysis/ Findings

The research process of this work did not occur as planned, which required the researcher to find other strategies and means of accessing information that could respond to the research problems proposed by this work. The surveys sent to schools via e-mail were not answered and therefore, a primary survey was not possible to be carried out. This lack of responses to this survey may indicate that the topic of cyberbullying can be taboo in schools. Even if the survey is completely anonymous, they do not want to participate in this discussion.

A second hypothesis would be that when sending an e-mail to an e-mail from the institution and not directly to professors and staff. This e-mail may have been directed to a sector that does not see this issue as relevant to be addressed by the teacher. Therefore, this research cannot reach

the primary data that schools could help us to collect. The research, therefore, is essentially based on the literature review to answer the research problems.

Doggie, Alexa (2021), defines cyberbullying through the cyberscan unit vision as a result of all electronic interactions, which directly or indirectly harm another person, whether their physical or psychological integrity, attack their dignity, culture, etc., impairing the health or well-being of this person. And where someone intentionally wanted to cause that harm to another person, wanted to shame, threaten, harass, or cause discomfort to the person affected by the bullying and others close to him. This definition is following all authors we have been through all this work. Based on this definition, this work aims to present the discussion that seeks to answer the problem: How does the national policy to combat and prevent cyberbullying in post-primary schools in Ireland guide teachers and school staff to address cases of cyberbullying?

Based on the documents written by Ireland, Department of Education and Skil,(2013), schools in Dublin have a genuine and very shared concern about how to address bullying. In addition, violence is understood as a national problem with profound psychosocial and psychological consequences. In a recent survey on traditional and cyberbullying among Irish adolescents, D'Urso, G., & Symonds, J. (2021) found this results, in the total of 318 students being 59% boys, 41% girls. This research shows the following results a total of 66% of adolescents who responded to this survey showed who have never been bullied. Of those who had experience with bullying, 14% reported having suffered from this violence in its traditional version, while 10% were cyberbullied and another 10% suffered from both types of violence. Boys are more likely to be involved in traditional cyberbullying than online, unlike girls, who are more engaged in cyberbullying despite being victims of bullying.

Even though cyberbullying is less frequent than traditional bullying, it is still a concern that has led to the development of national intervention policies against this type of violence. Therefore, any bullying situation in Dublin schools must have school intervention, being teachers and education professionals guided to report and intervene in these situations.

The research and intervention institute for cyberbullying was found during the research, which is a research and training for intervention with cyberbullying. However, it was impossible to collect information from this institution on how they carry out the training process for intervention with cyberbullying, nor on what scenario they find when they need to intervene with teachers and principals in schools. Thus, it is not possible to know whether teachers are receiving proper support and guidance to deal with the challenges of cyberbullying.

Cyberbullying is understood in the national guidance documents for schools as a serious problem. However, it does not present specific guidelines for this case, being worked with the same instruments used to address traditional bullying cases. The author, Reyneke, R. P. (2019) report that children who have lived the experience of being a victim of bullying, have significant mental health problems and great social risk and life satisfaction, which can result in risky behaviours such as drug abuse and illnesses as depression. Despite it being a severe problem with issues that need specific guidance, adequate attention to cyberbullying looks like something that happens locally and is not a national campaign.

In answering these two questions of the research problem, it was observed that there is a lack of clear guidance and many challenges for cyberbullying to be addressed appropriately. The two reasons for this problem are; first because it receives less attention than the traditional force of bullying, and second, because of the challenges involved in combating this type of violence, such as the problem of anonymity and audience, which can be much more significant in this case.

A deep understanding of cyberbullying is essential for understanding the consequences of this violence for the victim, the perpetrator and the witness. In addition, the fact that this type of violence is more common among pre-teens and adolescents also makes this violence a risk factor for the psychological and cognitive development of these young people who are in the process of personality formation and social identity construction. Cyberbullying affects psychosocial development, self-esteem, and academic performance and increases the risk for mental disorders, including depression and social anxiety. This psychological effect is why cyberbullying can leave marks that impact people throughout their lives.

Research on this topic has shown how essential it is to build programs that aim to guide and mediate victim-offender relationships. These programs are necessary because the impacts of wrongdoing can be even worse if they are limited to just punishment. Working out the impacts of the action on people is a better way out of this kind of situation. They just criminalise children and youth. Those responsible for intervening with cyberbullying must understand that young people in this phase are still developing their social understanding of their role in society. It is the role of society to provide the proper education to help young people reach this understanding.

When we talk about cyberbullying, it is essential to consider internet companies' participation, especially those responsible for social media. They should give children ways to respond to any cyber intimidation as cyberbullying inside their platform. So the youth can find support and guidance in all environments, whether physical or virtual. It was observed that these companies present some action to meet this demand, preventing and combating cyberbullying. Documents that regulate attention and intervention to cyberbullying demonstrate that companies do not adequately show the necessary engagement to address this type of violence.

Another critical factor in the documents that describe the policies of intervention with cyberbullying in Dublin schools is that parents and guardians' participation does not have a clear and forceful orientation on how they can intervene with children. Parent participation is essential as a cybersecurity strategy, being an important strategic tool to increase children's security within the internet, as O Moore (2010) recommends. The use of educational strategies to teach about internet safety is one of the actions recommended by the digital agenda for Europe (2014). In addition, the training of parents is a vital strategy to guarantee that children can seek help from their parents. So parents must know how to deal with problems arising from their children and the internet or any other communication technologies. Help them teach their children to protect themselves in the virtual world.

My interview with Alexa Dodge aimed to understand the restorative approach. The researcher's response explained that restorative justice has a forward focus orientation, being more flexible and looking at the subjects involved in the problem more deeply. Instead of schools just punishing those involved in this type of situation, such as cyberbullying, what is done is to look at the

consequences of the acts in a more complex way. It seeks to understand what happened and the implications of these events for the relationships between the people involved. It can thus address social and relational issues that can be one of the causes of these conflicts.

The restorative approach, i think it reminds us consistently that our responses have to be based on relationally (Alexa Dodge, 2022)

Thus, it is possible that instead of having young people who feel threatened by a greater power that watches and punishes them, we can have people who are more aware of the consequences of their actions. This can be done through dialogue, among

One of the techniques presented by the researcher was about restorative circles, through the precise knowledge of what their attitudes can cause to society and others involved in this circle are family members, students, community members, teachers and staff. At this moment, everyone can share feelings and all the experiences that involve the episode of cyberbullying. This dynamic aims to provoke profound changes in consciousness, especially in how young people deal with their impulses, this in-depth process of dealing with justice. Furthermore, through questions, reflection on events helps develop young people's capacity to be rational in the face of conflict situations, being more aware of their social impact.

It is essential to understand that in many cases, these young people, explains Dodge, Alexa (2022), may have issues that lead to violent attitudes in the online world. For example, perhaps they do not have a strong parental figure that gives them limits. Maybe they are experiencing family problems. This child may be experiencing peer pressure or any other experience that may result in violent behaviour. So when we work with restorative justice, we have a macroscopic view of the causes of the conflict, being able to resolve the situation at a deep level, something impossible when using the punitive approach.

According to Alexa interview (2022), a restorative intervention does not necessarily have to be with several meetings in which the restorative circle must follow a long process. These interventions can be more focused and occur in moments of dialogue. To consider being a restorative intervention is necessary to follow certain principles, for example, being a forward

focus, relationships, and holistic. For example, the school may encourage classroom discussions and work that may indirectly address conflicting issues among students. What can help to develop a relationship of trust between pupils and teachers? When this restorative posture is found daily, younger people can have means of communication about their conflicts in a healthier way.

These difficulties demonstrate the need to have a unit dedicated to this type of guidance on cyberbullying, such as the cyberscan unit. As shown in Appendix 4, this unit has a communication phone and pamphlets that provide basic instructions. People in a cyberbullying situation can analyse their situation, find out if they are experiencing this type of violence and understand how the unit can help them. This unit can be a more effective way to implement a more forceful action against cyberbullying than just betting on the interest of the schools themselves in presenting an action plan.

 Intervention can mainly come from a change in the institution's posture.In the interview Alexa (2022) explains everybody must buy into the idea of restorative justice for it to work. The most important thing is to have an attitude that essentially aims to care for relationships. For example, instead of talking about students as something negative, it is essential to say that they had bad behaviour, but it is one episode. It does not represent all of their personalities. They can be better people having better ways of taking care of their relationships.

What are the positive consequences for the school, victims, aggressors, family, and community in implementing restorative practices to face cyberbullying? Restorative practices allow people think critically about their experiences and make some interventions. So we can conclude that this practice can give parts a more critical vision of human nature and the social system. It helps them develop their ability to be empathetic with each person. When they overcome the situation of oppression, people must first actively recognise their causes so that, through transformative action, they can create a new position.

The role community approach implies restorative justice, which essentially focuses on recovering the relationship of everyone involved in cyberbullying, victims, aggressors, bystanders, families,

community, and teachers, with the social contract corrupted by violence. It is a way of recovering the social order, explains Casey, C. (2014). Everyone has the right to live in a dignified way without having their physical, psychological or material integrity attacked—the restoration of the relationship between individuals and the restoration of society's relationship. In restorative justice, we look at crime beyond just a law that has been broken and that, therefore, the situation requires punishment. Casey, C. (2014) explains that it is understood that the crime violates the relationship between people in this practice.

According to McGarrigle, M., & O'Connor, P. (2015), bullying and cyberbullying are relationship problems. It is necessary for the intervention to this problem to understand that there is a need for related solutions here. So the best way to go when dealing with a relationship problem is to develop ways to provide children and youth with the learning opportunities to develop the skills, capacities and competencies to engage in effective and healthy relationships. This is a great challenge that requires both parties to be willing to make amends simultaneously.

Justice processes can be considered "restorative" only if they express core medicinal values such as respect, honesty, humility, mutual care, responsibility and truth. Restorative justice values are those essential to healthy, equitable and just relationships. It should be emphasised that process and values are inseparable in restorative justice, as it is values that determine the process, and the process is what makes the values visible. If restorative justice privileges the values of respect and honesty, for example, it is crucially important that the practices adopted in a healthy encounter exhibit respect for all parties and provide ample opportunities for all present to speak their truths freely. On the other hand, while these values are honoured, there is room for various processes and flexibility of practices.

Restorative justice arose from the intention that the parties involved in the conflict manage to overcome the situation through the understanding of the fact that occurred, in the view of each of the parties: what they felt at the time of the act, what led to the performance of the act, what has passed after the act, among other questions. Smith, A. (2015) says restorative justice uses victim-offender dialogue, group, community and family conferences, sentencing circles, and community panels, among other resources. These dialogic encounters are called restorative

circles. The restorative circle approach focuses on determining and emerging needs of the conflict to bring together and make all participants accountable with an action plan that aims to restore social ties, compensate for damage, and generate a commitment to more cooperative future behaviours. In particular, restorative circles present themselves as a form of non-violent conflict resolution. Below are some considerations regarding the operationalisation of restorative circles in the school environment.

Restorative circles are spaces where people arrive of their own free will and can be proposed by one of the parties involved: the witnesses, the aggressor or the victim. The circle will take place in the presence of the aggressor and/or victim and the people affected by the situation. However, there is no obligation for the participation of people who – despite being involved – are not comfortable talking about the fact that occurred. Family, friends and communities can also participate in the circles. These are meetings guided by a coordinator, following a script, which provides a safe and protected space for people to address the conflict, speak and be heard with respect, clarify doubts and seek to build solutions for the future, which in the case of circles, are the so-called agreements (Schumacher, A. 2014).

Restorative circles occur from the completion of three stages explains Smith, A. (2015) pre-circle, circle and post-circle -, and failure to carry out the three stages does not prevent the implementation of the proposal from being recognised. Sometimes, due to the specific nature of the type of conflict that occurs in schools or the impossibility of the participation of one of the parties, this process occurs incompletely. However, in order to implement the methodology of restorative circles, it is necessary for the pre-circle to occur, which occurs after the request of one of the parties and the acceptance of the other involved. After the acceptance of both parties, the processes of the restorative circle, that is, the pre-circle, are explained. According to Schumacher, A. (2014) the circle coordinator should: explain what restorative justice is; circle motif; What is; how it works; who will participate; procedures and expectations regarding participants; conditions offered for participation; how the meeting will unfold; what may result from the procedures; possible benefits for participants; set a date, time and place for the

meeting; check with the author and the receiver the summary of the fact; provide clarification on the consent form; collect the signature, make a copy of the term available to the guest.

After the pre-circle, the restorative circle is scheduled, where the victim, aggressor, family members, and the community sit in a circle to see themselves as equals to facilitate dialogue and enable a space without hierarchy by any of them parties, including the coordinator. At this time explains Casey, C. (2014), the aggressor and victim will talk and hear about their feelings before, during and after the conflict. Family members and the community will also be able to express feelings about what they experienced. At the final moment, agreements will be made. The formulation of the agreement is based on the unmet needs of each participant, as they have been identified throughout the stages. For the author, Smith, A. (2015), the agreement consists of a plan of positive actions. Commitments are established that must be concrete, with defined deadlines and identification of those responsible for the action. The agreement is formalised by filling in a specific document and signed by all. The last stage, the post-circle, has the character of evaluating if the agreement was effective and if the conflict was overcome, in this case, bullying. The post-circle will then be the moment in which what happened after the restorative circle is resumed for each party involved. The agreement is also resumed, whether or not it has been fulfilled.

Restorative circles are not restricted to conflicts between students in schools but also work in relation to other typical school conflicts, such as, example, between students and teachers. It is assumed that many behaviours presented by students at school are reproductions of their experiences in the communities where they live, in their families and in society, requiring broader interventions. The school reproduces and also produces learning, behaviours, feelings and experiences of the society that encompasses the school community. The experiences of restorative circles explained Petrick, K. M. T. (2010), help the subjects problematise and overcome the difficulties expressed in conflicting relationships with consequences for the subjects and the environment in which the bullying occurred.

Schumacher, A. (2014) found the shame management process an essential mediation variant in understanding bullying and victimisation in schools. Basically, shame management can be

understood by two main factors: recognising shame and avoiding shame. Shame admission is an adaptive process for maintaining personal relationships, whereas shame reduction is adaptive for maintaining personal relationships. The first step in adaptive shame management recognises harmful behaviour causing the other and the feeling of shame associated with this behaviour. Second, those responsible can take responsibility for the damage. Third, apologies and other damages caused through allegations, apologies and other damages must also be made through allegations, or even a measure through simple gestures must be made from an apology measure by through simple gestures. Ahmed argues that these three optimise the adaptive functioning of the individual's internal sanction system, whereby harm done to another is borne, and action is taken to repair the harm. The management embarrassment ceases when the individual's internal system at one of these three levels will be of sanitary management does not work. Schumacher A. (2014) explains why an individual's internal sanction system fails to function at an adequate level. These include dispositional factors or situational effects, family social climate, and feelings associated with security and connectedness.

As for the classification groups of school bullying – non-bully/non-victim, victim, bully, and bully/victim – Casey, C. (2014) showed that these four groups of students could be differentiated according to their shame management style. Bullies generally deny the offence, do not take responsibility for it, and do not feel rejected by others. As Schumacher, A. (2014) argues, these individuals displace or ignore shame. The victim takes responsibility for the offence but feels that others will reject him for the transgression. They become trapped in cycles of constant shame through the persistent feeling of disrespect and disconnection from others. Students trapped in the bully and victim cycle deny the offence, do not take responsibility and feel chronically rejected by others, with little social support. These individuals are characterised as experiencing denied and ignored shame. They feel shame for the offence but repress it, failing to release that shame healthily by taking responsibility and making amends. Students who are not bullies or victims admit the offence, take responsibility for it, and feel that their peers will not reject them for the transgression. In this way, the shame regarding the offence is released.

According to Smith, A. (2015) analysis, victims trapped in cycles of constant shame are likely to experience the form of alienation characteristic of engulfment. Here, the victim places too much emphasis on the "We" within a given social group. Who she is, the "I", has not been socially validated. At a very high personal and social cost, the victim gives up who he is as an individual to belong to this group and feel indebted to the collective. Over time, this imbalance negatively affects the victim, being characterised by social isolation and behaviours that are harmful to the self and others. For bullies, Scheff's analysis is also appropriate. , but it is undoubtedly much more complex, as the "We" defined by group life is highly variable, as some groups are more inclusive than others. Furthermore, the norms that define distinct groups are also highly variable. Simple example: Students who are bullies can ignore shame by creating a subculture (or group) where bullying is legitimised and approved. These bullies become focused on the "I" as opposed to the inclusive "We" of the school community. They, too, can isolate themselves and create a subculture where "We", in a less inclusive sense, can validate patterns of antisocial behaviour, which take on the characteristic form of isolation, through affiliation with subcultures that are less inclusive. not inclusive. However, this analysis of bullying behaviour becomes more complex, where dominating behaviour – that is, bullying – is legitimised by wider culture. The pattern also becomes more complex for bullied and victimised students, as alienation can be experienced as isolation and engulfment. Finally, solidarity exists for students who are neither bullies nor victims: there is a healthy balance between who they are as individuals and who they are as group members. Through this balance, cooperative relationships emerge and healthy social relationships are fostered.

Conclusion

At the end of this research, I conclude that more practical guidance and intervention on cyberbullying are necessary because both schools and parents do not know how to observe children's online activities. So they are not aware of how to intervene in cases of cyberbullying. This situation leads many young people not to turn to their help. Young people fear that adults will have a reaction too over the top, and the possibility of losing access to their online peers is harrowing.

According to Dodge, Alexa (2021), Cyberbullying usually occurs because adult supervision on the internet is low. And schools have no idea how to watch over and help their pupils. Schools are far more worried about limiting their actions against bullying only through supervising activities inside the schools. The problem is that this does not protect the children at all. The target may suffer psychological and relational violence (social exclusion, gossip) by online means, and this can be understood as something not serious, being completely neglected.

At the same time, says Corrigan, L., & Robertson, L. (2015) fighting against to cyberbully is a responsibility of the entire community, including the family, who must observe the activities of these young people outside schools. That strategy understands that adults must be present in the children's lives to prevent this type of violence. It talks about adult education about online safety and one of the factors that harm the experience of young people in the virtual world.

We can find a new way to work with wrongdoing in society. The answer doesn't need to be exclusively punishment. The use of restorative circles and shame management are two techniques that can help combat and prevent cyberbullying violence. According to Schumacher, A. (2014), these techniques prove to be effective, mainly because they help develop relationships between the participants of the event. The circle is a much more effective technique than simple punishment, as it provokes a different response to events. Instead of generating a fight or escape response, the talking circle is a moment of reflection and change of attitudes.

As an example of the cyberscan security Unit Dodge, Alexa(2021), we can observe that, despite the difficulties, this unit provides schools and young people with the information and assistance they need to deal with this type of violence. The well-being of young people is an issue of global discussion and emphasises the European Union's arguments on this issue. Ireland would greatly benefit from this type of action.

The research also showed that before thinking about cyberbullying as a problem linked only to technology, we must remember that relationships are the real ones harmed by the way we use this technology. The restorative approach makes us look at the problems of relationships, and how people treat each other, it humanizes online conflict. The objective is to help those involved

develop skills of empathy, empowerment and respectful relationships. Learning this in the offline world makes it possible for young people to behave better online, and so we can develop an internet where a culture of peace reigns.

Through the experience of restorative practices, it is possible to help people develop better ways to deal with disputes, thus creating a sustainable culture of peace and perpetuating itself over the years. However, it is only possible when the subject recognizes himself as oppressed and oppressor. Due to a culture that promotes rivalry and competition, recognizing our role as actors, spectators, and victims of institutional plots helps us get out of the behaviour we were getting used to repeating. Restorative practices would then break conventions and rules based on violence, revenge and punishment.

Reflection

When I chose this research, I had the opportunity to develop my critical analysis and reflective writing skills. In addition, the challenges encountered along the way led me to deepen my literature analysis and find, among different sources, answers to the proposed research problems.

During my Master's, some subjects caught my attention due to their potential application in the school context. For example, restorative practices are a kind of meditation technique that helps restore the relationship between the actor of the wrongdoing, promoting an utterly different way to deal with conflicts. My interest in this topic stems from the fact that I believe that developing a culture of peace is much more challenging than conflict. And that our culture that seems to praise violence so much has demonstrated this behavior in both the real and digital worlds. Thus, knowing how restorative practices work is essential for a mediator, and I understand that the school should be the main field of research and performance of this professional.

The research process helped me deepen my understanding of the challenges that the practice of the mediation profession can face for its performance. And at the same time, through the

results of this research, I can glimpse a range of possibilities for research and professional performance.

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Appendix

	Item	Question	Yes	No	NA
	10	If your study involves people less than 16 years, will you ensure that <u>active</u> consent is obtained from parents/guardians <u>and</u> that a parent/guardian or their nominee (such as a teacher) will be present throughout the data collection period?	☐	☐	X
	11	If your study requires evaluation by an ethics committee/board at an external agency, will you wait until you have approval from both the Independent College Dublin and the external ethics committee before starting data collection.	☐	☐	X
	12	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.) will you inform participants in writing that their grades and/or evaluation will be in no way affected by their participation (or lack thereof) in your research?	☐	☐	X
	13	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.), does your study involve asking participants about their academic or professional achievements, motivations, abilities or philosophies? (please note that this does not apply to QA1 or QA3 forms, or questionnaires limited to market research, that do not require ethical approval from the IREC)	☐	☐	X
	14	Will your project involve deliberately misleading participants in any way?	☐	X	
	15	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?	☐	X	
	16	Does your project involve work with animals?	☐	X	
	17	Do you plan to give individual feedback to participants regarding their scores on any task or scale?	☐	X	☐
	18	Does your study examine any sensitive topics (such as, but not limited to, religion, sexuality, alcohol, crime, drugs, mental health, physical health, etc.)	☐	X	
	19	Is your study designed to change the mental state of participants in any negative way (such as inducing aggression, frustration, etc?)	☐	X	
	20	Does your study involve an external agency (e.g. for recruitment)?	☐	X	

Ite m	Question		Yes	No	NA
21	Do your participants fall into any of the following special groups? *(except where one or more individuals with such characteristics may naturally occur within a general population, such as a sample of students)*		☐	X	
			☐	X	
			☐	X	
			☐	X	
			☐	X	

If you have ticked any of the shaded boxes above, you should consult with your module leader / supervisor immediately. **You will need to fill in Form B Ethical Approval** and submit it to the Research & Ethics Committee **instead** of this form. There is an obligation on the researcher to bring to the attention of the Research & Ethics Committee any issues with ethical implications not clearly covered by the above checklist.	
I consider that this project has **no** significant ethical implications to be brought before the relevant Research & Ethics Committee. I have read and understood the specific guidelines for completion of Ethics Application Forms. I am familiar with the codes of professional ethics relevant to my discipline (and have discussed them with my supervisor).	X
Name of	**Juliana Karina Pontes de Assiz**
Student Number	51711044
	11/04/2022
I have discussed this project with the learner in question, and I agree that it has no significant ethical implications to be brought before the Research & Ethics Committee.	X ☐
Name of Supervisor/Lecturer	Nadia Bhatti
Date	19/04/2022

Appendix 2

Restorative approach: a path for cyberbullying intervention and prevention in post-primary schools in Dublin.

You are being asked to participate in a research study for the Dispute Resolution Masters Program at Independent College Dublin. The responsible researcher, Juliana Karina Pontes de Assis, was supervised by Nadia Bhatti. And it was approved by the Research Ethics Committee to carry out field research.

In this study, you will be requested to acquire a survey with 11 closed-ended questions. This questionnaire aims to analyze the level of support you have for intervening in cases of cyberbullying, knowledge about restorative practices and level of satisfaction with the guidelines received to address this type of behaviour.

PARTICIPANTS' RIGHTS

You may decide to stop being a part of the research study without an explanation required from you. However, you have the right to ask that any data you have supplied to that point be withdrawn/destroyed.

You have the right to omit or refuse to answer or respond to any question you ask.

You have the right to have your questions about the procedures answered (unless answering these questions would interfere with the study's outcome. A full de-briefing will be given after the research).

After reading this information sheet, you should ask the researcher before the study begins if you have any questions.

CONFIDENTIALITY/ANONYMITY

The data I collect does not contain personal information about you, the survey will be 100% anonymous, and your school will not be identified either. All research results will be analyzed and described for my dissertation, making them available for future research in this institution.

TIME COMMITMENT

The study typically takes 15 minutes, in only one session.

FOR FURTHER INFORMATION

I, Juliana Assis and Nadia Bhatti will be glad to answer your questions about this study at any time.

You may contact my supervisor at nadia.bhatti@independentcollege.ie

 Phone number + 353 (1) 877 3900.

You may contact me at psi.julianaassis@gmail.com

Proceeding the questionnaire, you are automatically expressing that:You have * READ and Agreed with the above information.You agree to participate in this research VOLUNTARILY.

No   Yes

Please indicate your function:

Teacher

Principal

Counsellor Educational

1. Cyberbullying happens through digital media, such as WhatsApp, Facebook, TikTok, Instagram etc., which directly or indirectly aims to threaten, harass, insult, embarrass and humiliate with words or images. Have you experienced the need to address cases of cyberbullying among students?

Yes No

2. How much do you feel concerned about cyberbullying among students?

 Extremely worried 1 2 3 4 5. Neutral

3. Does your school have an anti-cyberbullying policy?

Yes

No

I do not know

4. How do you rate your level of knowledge about your school's anti- cyberbullying policy?

 I do not know the policy, but I know the instructions to tackle cyberbullying.

I do not know the policy, and I do not have instructions to address cyberbullying.

I know the policy and how to put it into practice at my work.

Cyberbullying happens through digital media, such as WhatsApp, Facebook, TikTok, Instagram etc., which directly or indirectly aims to threaten, harass, insult, embarrass and humiliate with words or images. Have you experienced the need to address cases of cyberbullying among students?

Yes

No

2. How much do you feel concerned about cyberbullying among students?

Extremely worried 1 2 3 4 5. Neutral

3. Does your school have an anti-cyberbullying policy?

Yes

No

I do not know

 4. How do you rate your level of knowledge about your school's anti-cyberbullying policy?

I do not know the policy, but I know the instructions to tackle cyberbullying.

I do not know the policy, and I do not have instructions to address cyberbullying.

I know the policy and how to put it into practice at my work.

 5. Do you consider that your school's anti-cyberbullying policy helps you address cyberbullying cases properly?

Yes.

No.

I do not know.

6. How much do you feel supported by school, school board, and teachers to deal with cyberbullying cases?

Entirely 1 2 3 4 5 Zero

7. How much do you feel supported by parents when dealing with cyberbullying cases?

Entirely 1 2 3 4 5 Zero

8. How much do you feel supported by the pupil's parents when dealing with cyberbullying cases?

Entirely 1 2 3 4 5 Zero

9.How much do you feel convinced that the Internet media companies like (Facebook, Google, and TikTok) give to children tools and information to protect themselves against cyberbullying?

Entirely 1 2 3 4 5 Zero

10. The "restorative approach", says Dodge, Alexa (2021). The objective is not punishment but the reestablishment of relationships and the commitment to respect the dignity of others, looking at the contexts, causes and circumstances surrounding the harmful act. So the restorative approach can help the victim determine which solution fits their case, reach empowerment, and be supported. Do your school have any intervention that works with restorative approach?

Yes

No

I do not know.

11. Do you know what means "the role school" approach?

Yes

No

Appendix 3

Questions (script interview Alexa Dodge)

After reading your work, I understood that restorative justice practices are effective for intervention in cases of cyberbullying and other types of cyber violence. What would this intervention look like in practice?

In your research, there is a report that schools stop believing that putting into practice a restorative justice intervention would take too much time, but there is a claim that restorative interventions could be shorter. What would these interventions look like?

How do you see the relationship between the school and restorative justice?

What relationship do you see between cyberbullying and social behaviour in the real world?

How can restorative justice help build a safer internet?

And why would it be important to have a support network for victims of cyberbullying and other crimes on the internet?

Appendix 4

Direct description of the website flyer::

https://novascotia.ca/cyberscan/documents/Here-to-help-CyberScan-unit.pdf

Here to help

To talk with someone at CyberScan, call: 902-424-6990 within the Halifax Regional Municipality (HRM) or 1-855-702-8324.

cyberscan.novascotia.ca

Q: What is cyberbullying?

A: Cyberbullying is when someone uses electronic communication – such as email, text messages, social media – to bully someone else. The person responsible for the communication either maliciously harmed or intended to cause harm to someone's health or well-being, or did so without thinking or caring about the consequences of their actions.

Examples of cyberbullying

• revealing sensitive personal facts or

confidential information

• threatening or intimidating another person

• communicating in a way that is grossly

offensive, indecent, or obscene

• harassing another person

• making a false accusation

• assuming the online identity of another

person

• encouraging another person to commit

suicide

• criticizing or disparaging another

person because of a prohibited ground

of discrimination

• encouraging another person to do any

of the above

Q: What is an intimate image?

A: An intimate image is a visual recording of a person. This includes photographs, films, or videos in which a person depicted in the image is:

• nude

• exposing their genitals or anal region • exposing her breasts

• engaged in explicit sexual activity

The person in the image had a reasonable expectation of privacy when the image was recorded or distributed, that is, they expected the image to be seen or shared only among people of their choosing.

Q: What does it mean to share an intimate image without consent?

A: To share an image without consent means posting or sharing the images without permission of the person depicted in the image or being reckless as to whether that person permitted it to be shared.

Reckless means not thinking or caring about the consequences of your actions. Being reckless as to whether a person consented means not bothering to find out if the person consented.

To talk with someone at CyberScan, call: 902-424-6990 or 1-855-702-8324

QUESTIONS & ANSWERS

Q: What do I do if I am being cyberbullied or if someone shared an intimate image of me without my consent?

A: There is a dedicated team whose job is to help victims of cyberbullying and people whose intimate images were shared without consent. This team is called CyberScan. If you think

you or someone you know is being cyberbullied, call CyberScan at 902-424-6990 (within HRM) or 1-855-702-8324 (toll-free).

Q: Who can contact CyberScan?

A: Anyone can contact CyberScan. This includes young people who feel they are being cyberbullied or are the victim of unwanted sharing of intimate images, their parents, teachers, principals, police, or other members of the public.

Q: What will happen to the person responsible?

A: CyberScan will try to stop what is happening by talking with everyone involved. The persons responsible often do not understand the seriousness of their behaviour.

Where possible, CyberScan will seek to resolve the matter informally using restorative practices or other approaches. CyberScan

will help victims through the process if they choose to apply for a protection order.

Under the New Law

Victims can get help from the Provincial CyberScan Unit or get an order from the Supreme Court of Nova Scotia.

An order can be issued to stop the behaviour. These orders can:

• forbid someone from sharing an intimate image

• forbid someone from posting communications that would be considered cyberbullying

• forbid someone from contacting the victim in the future

• order a person to take down or disable access to an intimate image or communication

• declare that an image is an intimate image or that communication is cyberbullying

• award damages

• refer the matter to dispute-resolution services

Damages are an amount of money the court orders a person to pay for causing harm to another person.

The Process

If you believe you are the victim of cyberbullying or that an intimate image of you was shared without your consent contact CyberScan at 902-424-6990 in HRM or toll free at 855-702-8324.

Visit cyberscan.novascotia.ca to learn how to apply for a court order or for more information on additional supports.

CyberScan or the court will help you take the necessary steps to stop the cyberbullying, and, in some cases, get an order for damages.

   To talk with someone at CyberScan, call: 902-424-6990 within the Halifax Regional Municipality (HRM) or 1-855-702-8324.

cyberscan.novascotia.ca