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# Bullying in middle school in France and in the United Kingdom

Laura Bideaux

► **To cite this version:**

Laura Bideaux. Bullying in middle school in France and in the United Kingdom. Education. 2021. dumas-03948344

**HAL Id: dumas-03948344**

**<https://dumas.ccsd.cnrs.fr/dumas-03948344>**

Submitted on 20 Jan 2023

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## Mémoire

Présenté pour l'obtention du Grade de

## MASTER

« Métiers de l'Enseignement, de l'Éducation et de la Formation »

Mention 2<sup>nd</sup> degré, Professeur des Lycées et Collèges,

*Bullying in Middle School in France and in the United  
Kingdom*

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# ACKNOWLEDGMENTS

I would like to thank my supervisor, **Mr. Philippe Laplace** for providing guidance and feedback throughout this two-year project. I am so grateful for his patience and his support which were a real encouragement to create this dissertation. He always came forward to read, correct and give me feedbacks to my writings. Moreover, he accepted the fact that sometimes I needed breaks in the writing and for that, I am deeply thankful.

I am grateful for **my parents** who encourage me all along this project. They help me when I was stressed and lost. This project comforts me in the way that they will always be my best and most precious support.

As well, I would like to thank **my friends and my classmates**, who give me ideas to write my dissertation, who answered to all my questions during these two year and who give me a precious support.

I am very thankful for **my friend** who agreed to testify on what she underwent. I know it was not easy for her to speak about it again, but she accepted it just to help me enriching my dissertation.

I would like to thank **Mr. Batlogg**, the headteacher of the middle school René Cassin in Baume-Les-Dames, where I did two internships. He is the one who circulated the questionnaire I created and so who make pupils' feedbacks possible.

Moreover, I thank **the pupils** of this middle-school for having answered quickly and seriously my questionnaire. The fact that they take time to answer it move me deeply. Some pupils confided their experience to me, others thanked me for having created a questionnaire like this and it really made me feel useful and proud of myself. I am even more sure to work with pupils of that age.

As well, I would like to thank my two tutors during my internships, **Misses Stephanie Goux and Jie Liu**, who were and still are a real support for me. They taught me a lot of things and comfort me in the fact that I really want to become a teacher. I know that I can call them whenever I want if I have questions about my studies. They are great examples of the teacher I want to become and for that, I will never forget them.

I am thankful to **the school nurse** of Sainte-Marie school in Belfort, she answered to all my questions in detail, and she even gave me contacts to learn more about the management of school bullying within a school.

I acknowledged **Mr Paolo Manca**, the Assistant Principal of Jacques Marquette high school in Pont-à-Mousson. He had to manage the covid crises within his school but nonetheless, he agreed to call me and to take time to answer my questions. This exchange was deeply enriching, and it permitted me to illustrate one of my examples in the first part of my dissertation.

Eventually, I am very grateful to **my English teachers** I had all along my studies and especially **Misses Descent and Gérent**, my middle-school teachers who made me want to become an English teacher. I will never forget them, and I will highly think about them when I will be in front of my classes.

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# INTRODUCTION

“School bullying is a type of bullying that occurs in connection with education, either inside or outside of school. Bullying can be physical, verbal, or emotional and is usually repeated over a period of time.”<sup>1</sup>

There are different forms of bullying which may exist within a school:

- There is physical school bullying: it can be “fighting, punching, school pranks”<sup>2</sup>...

- Emotional school bullying like “spreading bad rumours, harassment, whispering to another in front of someone”<sup>3</sup>...

- The arrival of mobile phone, internet and social network in the twenty first century provoked a new form of bullying, cyberbullying: it means bullying through social networks and mobile phone such as sending threatening messages, posting messages or pictures of someone without his/her consent or usurp someone’s identity to spread rumours/lies.<sup>4</sup>

- Sexual bullying: “any behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, and victimising someone for their appearance. Sexual bullying is also pressure to act promiscuously and to act in a way that makes others uncomfortable”.<sup>5</sup>

School bullying has always existed but in the nineteenth century, it began to be a real issue.

On July 16<sup>th</sup> in 1857, there was the first example of bullying in literature with *Tom Brown’s School Days*<sup>6</sup> based on the personal experiences of the English author, Thomas Hughes. It depicts the arrival of the main character in a middle school where he is bullied by another pupil.

On October 4<sup>th</sup>, 1862, it was the first time that a pupil was reported dead because of bullying. It was at Kings School in Canterbury, United Kingdom.<sup>7</sup>

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<sup>1</sup> <http://dictionnaire.sensagent.leparisien.fr/school+bullying/en-en/>

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> <http://dictionnaire.sensagent.leparisien.fr/school+bullying/en-en/>

<sup>5</sup> <https://www.bullying.co.uk/general-advice/what-is-sexual-bullying/>

<sup>6</sup> Hughes, Thomas, *Tom Brown’s School Days*, Macmillan, United Kingdom, 1857

<sup>7</sup> <https://www.timetoast.com/timelines/history-of-bullying-in-schools>

Then, on April 1<sup>st</sup> in 1897, “the first significant research data on bullying was published in Pedagogical Seminary by Frederick L. Burk.”<sup>8</sup> In his study, Frederick L. Burk focused on teasing and bullying.

Less than a century later, in the 1970s, school bullying became a research subject for social scientists as it was theorized by two psychologists. Indeed, on March 12<sup>th</sup> in 1978, Dr Dan Olweus, a Swedish-Norwegian psychologist, considered as “the founding father of anti-bullying research” proposed an anti-bullying program after the suicide of three adolescents because of school bullying. Dr Dan Olweus “believed school safety was a fundamental right”<sup>9</sup> and to preserve it, he created The Olweus Program: “It is a comprehensive approach that includes schoolwide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle, junior high and high schools. The program’s goals are to reduce and prevent bullying problems among school children and to improve peer relations at school. The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States.”<sup>10</sup> His program is still effective now and it permits to reduce school bullying.

Anatol Pikas is the other famous Swedish school bullying researcher of the twentieth century. He created “The Shared Concern Method” in order to reduce school bullying by resolving problems between bullies and bullied. His approach was developed again, especially by Ken Rigby, an Australian “former school teacher, psychologist, parent and academic” who is now “a national consultant for schools and a leading international authority in bullying and victimisation in schools.”<sup>11</sup> The method is based on “meetings with students suspected of being involved in a case of bullying” and it includes seven steps to resolve the bullying.<sup>12</sup> (Appendix 1) It is first a question of finding the bullies so as to help the bullied thanks to a dialogue with a practitioner. The practitioner helps the

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<sup>8</sup> Ibid.

<sup>9</sup> <https://timeline.com/dan-olweus-bullying-prevention-8fa8f7983c97>

<sup>10</sup> <https://olweus.sites.clemson.edu/>

<sup>11</sup> <http://kenrigby.net/>

<sup>12</sup> <http://www.kenrigby.net/11e-Shared-Concern-Method-How-it-Works>

bullies to become aware of the bullying while looking for the bullying's cause. Then, the two parties find a solution to sort out the conflict and to stop the bullying.

Nowadays, school bullying is still a real issue that children may face during their schooling and it has become throughout the years an “on-trend” subject. Pupils who experience school bullying suffer from isolation, of a lack of concentration, of school phobia and it can also provoke mental disorders like depression, anorexia, bulimia. In the worst cases, it can lead to suicide as bullied cannot handle it anymore and think that the only solution is to take their own life.

School bullying is a phenomenon which affects a lot of pupils. A study shows that “in the year from April 2017 to March 2018, 17% of young people aged 10 to 15 in England were bullied in the previous 12 months in a way that made them frightened or upset”<sup>13</sup> which is a considerable amount.

Bullies may have suffered violence in their home, in their quarter or by their relatives. So, once at school, they pick on minorities: children with a different religion or different customs, children who are bigger or thinner than them, with a different gender or with a different character: too nice, too naive, more intelligent than them. There is also a bigger tendency to bully according to social class: a child who seems richer or poorer than the bully.

Besides, bullied people can become bullies to take a sort of revenge from the past. Moreover, the arrival of Internet and social networks in the twenty first century brought a new form of school bullying, cyberbullying. Bullied children are not only bullied at school but also at home now: in France, in 2011, 9% of pupils reported being humiliated and insulted through text message or Internet and in 2013, there were 14%.<sup>14</sup> It really shows that cyberviolence increases a lot each year.

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<sup>13</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/754959/Bullying\\_in\\_England\\_2013-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/754959/Bullying_in_England_2013-2018.pdf)

<sup>14</sup>[https://www.education.gouv.fr/sites/default/files/imported\\_files/document/DEPP\\_NI\\_2014\\_39\\_un\\_coll egien\\_sur\\_cinq\\_concerne\\_par\\_la\\_cyberviolence\\_370603.pdf](https://www.education.gouv.fr/sites/default/files/imported_files/document/DEPP_NI_2014_39_un_coll egien_sur_cinq_concerne_par_la_cyberviolence_370603.pdf)



Moreover, a French study demonstrates that there is a “global stability” about school bullying but conversely, micro-aggressions (insults, humiliations) favoured by digital media tend to increase between 2011 and 2013.<sup>15</sup>

School-bullying and cyber-bullying damage relationships within a school, within a class but also with adults of the school (teachers, school administrative staff). Nowadays, there are a lot of movies (“Cyberbully”, “Mathilda”, “One Kiss”, “To Save a Life”), books (“Marion, 13 ans pour toujours”, “Condamné à me tuer”), TV shows (“13 Reasons Why”, “Glee”), short films (“Parle”, “Bullying: Stop the Trend, Help Defend”) which deal with school bullying.

Some authors fully committed themselves on this subject like Béatrice Stassin for example, a French university lecturer in information and communication science but also an author who deals with cyberbullying. Plus, there is Nicole Catheline, a French child psychiatrist. As she works with children from eleven to fifteen years old, she uses her experience and her knowledge about children to deal with school bullying. Furthermore, a lot of associations or Internet sites have been created to alert people on school bullying and to find solutions to stop it. In the United Kingdom for example, there is an Internet site “Bullying UK”<sup>16</sup> to prevent bullying, to give solution to bullied, to the parents of those kids as well as to schools to help them to manage that issue. In France, there is a similar web site managed by the ministry of Education “Non au Harcèlement”<sup>17</sup>. Besides, there are also a lot of associations like “Marion La Main Tendue”<sup>18</sup> in France, created by Nora Fraisse, the mother of a thirteen-year-old girl who suffered from school bullying and cyberbullying. Her association helps bullied and their parents to find solution to combat it. Nora Fraisse and her team also go to schools in order to make prevention to alert teenagers on the consequences of school and cyberbullying. Moreover, some stars are now involved in this cause like Dany Boon or Kev Adams who

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<sup>15</sup> <https://www.education.gouv.fr/un-collegien-sur-cinq-concerne-par-la-cyberviolence-3815>

<sup>16</sup> <https://www.bullying.co.uk/bullying-at-school/>

<sup>17</sup> <https://www.nonauharcement.education.gouv.fr/que-faire/mon-enfant-est-victime/>

<sup>18</sup> <http://www.marionlamaintendue.com/>

are the referrers of an association: “L’Association Hugo”<sup>19</sup> created in 2018 by Hugo Martinez, a twenty-two-year-old man who suffered from school bullying for twelve years.

As a matter of fact, a lot of people champion the cause of school bullying and progress begins to appear year after year.

Nevertheless, even if school bullying is not as taboo as before, the bullied do not speak more because of the trauma or shame it causes them but especially because of a fear of reprisals.

Besides, some means are now implemented to avoid bullying within a school: by speaking, by studying that issue in class or by raising awareness among pupils with awareness days for example. Those means can enable bullies to speak about it so that someone helps them.

The role of school staff and parents is to detect it as soon as possible to avoid tragic endings and too much suffering on the child but it can be hard for them to make the difference between simple quarrels between pupils and real bullying. Unfortunately, nowadays, most people know at least one person, one child of their relatives or acquaintance who was bullied during his or her school years. And that is one of the reasons I chose to study school bullying: it is a subject which concerns almost everybody nowadays: parents, teachers, school administrative staff, children, and their relatives. Everyone needs to know about it to have the opportunity to avoid it and to have the ability to save all children who need that help.

As a future teacher, I think all I can read and know about it can be very interesting and of use in my future work. It will help me in my career: maybe to detect it sooner and so warn the right people in time.

Moreover, I really want to warn my pupils about it, make a lesson on it at the beginning of the year and study some videos and texts which could maybe make them understand how serious it is. My third part is an example of a means of prevention that a teacher can put in place within the framework of an English lesson. It permits to raise awareness

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<sup>19</sup> <https://www.asso-hugo.fr/>

among pupils by studying texts and videos dealing with different types of bullying. I cannot stand with injustice and with the fact of putting pupils and people aside just because they are “different” from others. That is why I am defending that cause and why I want to learn more things about that subject which worries me a lot. In this dissertation, I will answer several questions:

- How do both the United Kingdom and France manage with school bullying? What do they do to stop it?
- What can schools implement to inform and prevent school bullying and to raise awareness among pupils and how do they currently control it?
- What is cyberbullying and how can we manage it while it happens outside school?
- How can teachers raise awareness among their pupils thanks to a lesson?

## **PART I: MANAGEMENT OF SCHOOL BULLYING IN FRANCE AND IN THE UNITED KINGDOM**

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

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

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

#### **1. In the United Kingdom**

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

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

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

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

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

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

<sup>24</sup> Ibid.

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

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

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

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

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

The safeguarding programmes are available on the Internet site of schools. It is a document that pupils, parents, teachers, and all the schools’ staff have to consult. In the Internet site of Scissett Middle School in West Yorkshire, you can find the safeguarding programme in the “Pupil Welfare” headline<sup>28</sup>. The school even holds a “Pastoral & Well-being team” composed of nine members which ensures that the safeguarding is respected and that everyone can feel well and safe in the school. In the “Anti-bullying” section, pupils who feel bullied find advice concerning people they can tell, when and how they can speak about it and what can they do to avoid being bullied.

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

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

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

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

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

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

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

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

## 2. In France

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

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

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

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

<sup>30</sup> *ibid.*

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

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

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

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

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

<sup>32</sup> Fraisse, Nora, *Marion, 13 ans pour toujours*, Calmann-Lévy, France, 2015

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

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

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

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

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

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

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

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

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



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

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

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

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

Here is an extract of their lesson in French:

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

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

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

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

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

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

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

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<sup>37</sup>[http://cpe.ac-creteil.fr/IMG/pdf/le\\_cpe\\_et\\_le\\_harcelement\\_scolaire\\_guide\\_de\\_mise\\_en\\_place\\_.pdf](http://cpe.ac-creteil.fr/IMG/pdf/le_cpe_et_le_harcelement_scolaire_guide_de_mise_en_place_.pdf)

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

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

### 1. Theatres as role plays and short films

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

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

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

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

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

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

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

Below is an extract of our exchange.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

« Je lui ai montré mon poing et fait signe de la boucler »<sup>43</sup>

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

« Ça tu vas me le payer »<sup>44</sup>

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

« Cette fois, c'était plus une blague, c'était une lutte à mort »<sup>46</sup>

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## **PART II: CYBERBULLYING, the new digital plague for children**

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

This part will be based on two books:

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

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

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

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

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

<sup>52</sup> Fraisse, Nora, *Marion, 13 ans pour toujours*, Calmann-Lévy, France, 2015

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

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

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

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

Concerning the statistics,

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

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

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

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

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

### A. Cyberbullying, cyberviolence and cyberhumiliation

On the internet, three types of violence happen:

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

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

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

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

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

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

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

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

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

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

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

## B. Revenge porn

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

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

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

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

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

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

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

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

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

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

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

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

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<sup>61</sup> [https://en.wikipedia.org/wiki/Suicide\\_of\\_Amanda\\_Todd](https://en.wikipedia.org/wiki/Suicide_of_Amanda_Todd)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### C. Slut shaming

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

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

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



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

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

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

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

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

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

<sup>66</sup> Ibid.

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

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

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

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

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

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

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<sup>68</sup> [https://www.liberation.fr/france/2016/01/05/une-ado-harcelee-sur-twitter-pour-une-photo-intime-analyse-d-un-lynchage\\_1424253/](https://www.liberation.fr/france/2016/01/05/une-ado-harcelee-sur-twitter-pour-une-photo-intime-analyse-d-un-lynchage_1424253/)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **PART III : PARTIE DIDACTIQUE, séquence sur le harcèlement scolaire.**

Cette séquence pédagogique destinée à une classe de 4<sup>ème</sup> pour un niveau A2 peut être présentée à des élèves à travers le thème culturel « Ecole et Société ». Elle serait à faire en début d'année afin de les sensibiliser au harcèlement scolaire.

A travers cette séquence, nous verrons ce qu'est le harcèlement scolaire, ses différentes formes et où cela peut se produire (dans les couloirs, dans la classe, sur internet ...). J'ai décidé d'inclure dans ma séquence, des vidéos de la série américaine *13th Reasons Why*. Cela va tout d'abord leur apporter un point culturel important ; en effet, ils vont pouvoir (re) découvrir l'accent américain dans cette série dont la première saison date de 2017. Cette série met en scène Hannah Baker, une jeune lycéenne qui, avant de se suicider, décide de dédier treize vidéos à ses harceleurs pour leur expliquer les treize raisons de son acte. Cette série peut permettre aux élèves de s'identifier aux personnages qui sont un peu plus âgés qu'eux et de se rendre compte des conséquences que le harcèlement scolaire produit sur la victime. Ils vont pouvoir s'imaginer à travers ces images ce qu'un élève harcelé peut ressentir mais aussi se rendre compte des effets néfastes d'un effet de groupe : lorsqu'un élève s'en prend à un de ces camarades, c'est ensuite tous ses amis qui vont ensuite le brimer car ils suivent le leader pour ne pas être eux-mêmes mis à l'écart. Cependant, la série est très violente et ne peut être regardée entièrement par des élèves de 4<sup>ème</sup>. Les extraits vidéos sont utilisés pour analyser les types de harcèlement scolaire que les élèves de cette série subissent pour ensuite créer des posters contre ces types d'harcèlement scolaire. Il faut donc au préalable les avertir sur la violence de cette série.

Les textes et les vidéos que nous verrons durant cette séquence serviront à créer un poster contre le harcèlement scolaire. En effet, les élèves participeront au prix « NON AU HARCELEMENT » créé par le ministre de l'éducation nationale en 2013<sup>76</sup>. Cela permet aux établissements scolaires de faire participer les élèves à ce projet : ils doivent créer, avec l'aide d'un professeur, une vidéo ou une affiche afin de sensibiliser autrui et de devenir acteur de la lutte contre le harcèlement scolaire. Cela leur permet de se poser des

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<sup>76</sup> <https://www.education.gouv.fr/non-au-harcelement-un-prix-pour-lutter-contre-le-harcelement-et-le-cyberharcelement-11603>

questions sur ce phénomène, d'imaginer par quel moyen le harcèlement scolaire pourrait diminuer, ce que l'école pourrait mettre en place pour que cela cesse.



## SCHOOL BULLYING

<b>Classe</b>	4 <sup>ème</sup>
<b>Niveau</b>	<p>A2</p> <p><u>Réagir et Dialoguer</u></p> <p>« Interagir de façon simple avec un débit adapté et des reformulations. Etablir un contact social : présentations, salutations et congé, remerciement.</p> <p>Réagir à des propositions : accepter, refuser, exprimer ses goûts, ses opinions, faire des suggestions. »</p> <p><u>Ecrire</u></p> <p>« Ecrire des énoncés simples et brefs.</p> <p>Relater des événements, des expériences en produisant de manière autonome des phrases reliées entre elles. »</p>
<b>Thème culturel</b>	Ecole et Société
<b>Tâche Finale</b>	<p>For the occasion of the “NON AU HARCELEMENT 2020-2021” competition, you have the choice to create either a video (2 minutes maximum) or a poster to raise awareness against school bullying and cyberbullying.</p>

## **OBJECTIFS :**

<b><u>Culturels</u></b>	<ul style="list-style-type: none"><li>- Le harcèlement scolaire et ses différentes formes.</li><li>- Participer à un concours national.</li><li>- La série américaine « 13 Reasons Why ».</li></ul>
<b><u>Grammaticaux</u></b>	<ul style="list-style-type: none"><li>- Le présent simple</li><li>- Le présent progressif</li><li>- Les verbes pour exprimer ses sentiments : I think, I guess..</li><li>- Le conditionnel: would like, could, should, would ...</li><li>- Le semi modal HAVE TO</li><li>- Les modaux: CAN, MUST</li><li>- L'impératif</li></ul>
<b><u>Lexicaux</u></b>	<ul style="list-style-type: none"><li>- Le lexique du harcèlement (bully, bullied, violence, cyberbullying)</li><li>- Les sentiments (scared, sad, lonely, broken...)</li><li>- La violence (punched, hit, kicked, beat...)</li></ul>
<b><u>Phonologiques</u></b>	<ul style="list-style-type: none"><li>- Les gap fillers</li><li>- Les mots accentués</li><li>- La phonétique du mot « bullyin » /'buliɪŋ/ et le phonème /ɪ/ en particulier.</li></ul>
<b><u>Pragmatiques</u></b>	<ul style="list-style-type: none"><li>- La création d'une affiche ou d'une vidéo.</li><li>- Savoir synthétiser ses idées, les mettre en forme/en voix.</li></ul>
<b><u>Socio-linguistiques</u></b>	<ul style="list-style-type: none"><li>- L'accent américain dans la série « 13 reasons why ».</li></ul>
<b><u>Citoyens</u></b>	<ul style="list-style-type: none"><li>- Sensibiliser au harcèlement scolaire.</li><li>- Donner la parole aux enfants et aux jeunes en les rendant acteurs de la prévention.</li><li>- Favoriser le respect d'autrui et promouvoir l'école de la confiance.</li><li>- La cohésion de groupe pour mettre en place un projet.</li></ul>

**Activités langagières dominantes : Les cinq activités langagières seront mobilisées pour cette séquence mais « Parler » et « Ecrire » seront les principales.**

## Séance 1

### 1. Anticipation (EOC)

- Décrire l'image
- Formuler des hypothèses sur le thème de la séquence.



“It is a picture. There is a boy sitting on the floor. He seems sad and scared. Three other boys are surrounding him and pointing their fingers at him. I think they are naughty with him.

Maybe it is in a school because there are lockers. Maybe he is bullied by his classmates.”

### 2. Vidéo (CO + EE)

“Why people bully”<sup>77</sup>

A. Note down the definition of bullying.

→ “A bully is a person who tries to hurt someone on purpose.”

B. Listen to the video and pick up at least five reasons.

→ They bully to get what they want

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<sup>77</sup> <https://www.youtube.com/watch?v=0Dq4BB5K4RE>

- To impress their friends
- To feel in power/to get attention
- Because they are jealous
- To fit in the class/in a group

C. Find solution to all this reasons

- If you want something, you can ask politely.
- If you want to impress your friends, find a sport/an activity that is impressing or work hard at school to have impressive marks.
- If you want to get attention, just tell your friends/family that you need more attention.
- If you are jealous of someone, you can try to change yourself instead of being mean at them.

Objectifs de la séance:

- Introduire le harcèlement scolaire.
- Revoir les modaux can/must et l'impératif « find, tell... »
- Faire comprendre aux élèves grâce à la vidéo que les harceleurs n'ont pas de problème avec la personne qu'ils harcèlent mais avec eux-mêmes.
- Trouver des solutions/alternatives pour se changer soi-même au lieu d'harcèler quelqu'un.
- Comprendre pourquoi certaines personnes deviennent harceleurs.

## Séance 2

- Récapituler ce qu'on a vu durant la séance précédente : qu'est-ce-que le harcèlement scolaire ? Pourquoi certaines personnes deviennent harceleurs et que faire pour ne pas harceler ?

### 1. **Vidéo** (CO + EE)

“Together Against School Bullying<sup>78</sup>”

Cette activité me permettra de faire de la différenciation pédagogique et d'inclure les TICE dans l'apprentissage de la langue.

Les élèves seront en groupe de niveau homogène car cela permettra aux élèves les plus faibles de pleinement prendre part à l'activité. De plus, ils remarqueront que la cohésion de groupe est importante et que chaque personne du groupe sera utile aux autres grâce à ses idées. Ils développeront la compétence de travailler en groupe également.

Pour cette activité, les élèves seront en salle informatique et ils seront munis d'ordinateurs ou de tablettes.

Pour une classe de 28 élèves, il y aura quatre groupes de sept élèves.

Chaque élève/groupe devra prendre des notes sur la vidéo. Il n'y aura pas de questions, le but étant de noter ce qui est important et de se détacher des sous-titres pour reformuler les phrases afin que tous puissent les comprendre.

Une fois que chaque groupe a noté les informations importantes et fait un résumé de leur partie, nous visionnerons tous ensemble la vidéo en entier et nous ferons une mise en commun. Chaque groupe aura un porte-parole qui devra se charger de résumer sa partie. Je prendrai en note au tableau ce que l'élève me transmettra pour ensuite faire la trace écrite avec les informations données par les groupes.

Le portrait d'Amir et de Rani sera donné à des groupes plus faibles. Le portrait de Kaya et la dernière partie de la vidéo qui comprend des statistiques et des idées pour réduire

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<sup>78</sup> <https://www.youtube.com/watch?v=rgMwh5Fnp3I>

le harcèlement scolaire sera donné à des groupes ne présentant pas de difficulté particulière.

AMIR (jusqu'à 0.50)

→ Amir is ten years old. The boys of the school are teasing Amir because he is skinny and sissy/not virile enough for his classmates and because he doesn't play sports like the other boys.

→ Amir suffers physical bullying. The other boys are picking on him.

→ His teacher thinks that it is normal, and his dad tells him to be a man.

→ One out of three students are bullied by his peers and physical bullying is the most common type of bullying in many regions and 16% of students have been hit, kicked, shoved around, or locked in rooms.

RANI (0.50 → 1min30)

→ Rani is 13 years old, and she has no friend because she moved out from her country and she doesn't speak the same language than the other kids.

→ Rani suffers from racism because she has not the same skin colour and culture as her other classmates and she suffers cyberbullying because one of her classmates posted a text on her on the social media.

→ Ethnicity, colour, nationality is the second most common reason for bullying and the most common reason is physical appearance.

KAYA (1min30 → 2min47)

→ Kaya is 16 years old, and she comes from Southern Africa.

→ Kaya is teased by her classmates because of her physical appearance. Her parents are poor, so she has holes in her clothes.

→ Boys make rude comments to her and laugh at her. She experiences emotion school bullying and sexual school bullying.

→ She wants to become a doctor but because of school bullying she becomes isolated and depressed. She can't concentrate during lessons and starts missing classes.

- Kaya doesn't know who to speak to.
- Over 15% of bullied students are bullied because of their physical appearance.

Dernière partie de la vidéo (2min55)

- 42% of students feel like outsiders at school.
- 63% feel anxious for tests even they revise for them.
- 45% of bullied students give up on their dream.
- We can end school bullying if teachers, headteachers, administrative staff, students and others all play a role. Everybody has to understand the nature and the consequences of being bullied and they need to know how to report it and how to respond to it.
- We all have a role to play to end school bullying/Everyone needs to be responsible.

#### Objectifs de la séance :

- Introduire les différentes formes du harcèlement scolaire.
- Voir le vocabulaire lié au harcèlement scolaire.
- Comprendre les enjeux et les conséquences du harcèlement scolaire sur les enfants. Les statistiques permettront de montrer que le harcèlement scolaire impacte un nombre important d'élèves et qu'il entraîne des conséquences néfastes sur la santé d'un élève.
- Sensibiliser les élèves et leur montrer que si tout le monde (adultes comme élèves) s'entraide, nous pouvons lutter contre ce fléau.

### Séance 3

- Récapituler ce qu'on a vu durant la séance précédente : les différentes formes de harcèlement scolaire.

#### 1. **Discussion autour de chaque personnage de la vidéo. (EOI)**

What must we do or mustn't do with our classmates?

Amir:

We don't have to judge someone because of their appearance (mentally or physically).

It is not a problem if our classmates don't like the same things we like.

Adults have to be attentive to school bullying too.

Rani:

We must not leave someone alone even if they don't speak the same language or have not the same colour as us.

When there is a new arrival, we have to speak to them even if we have friends.

We must not publish bad things on someone on social network and we have to be careful of how we use it.

Kaya:

We shouldn't judge someone about their physical appearance.

We must not judge someone because of their gender.

We have to encourage our classmates.

#### 2. **Vidéo (CO + EOI)**

“14 Reasons Why Discussion Series The Many Forms of Bullying”<sup>79</sup>

The cast discussing the many forms of bullying.

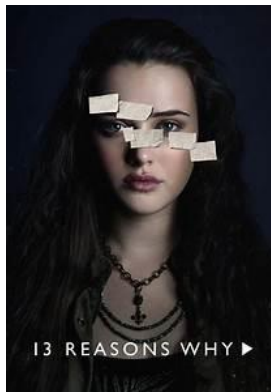
Avant de commencer l'activité, je vais leur projeter l'image de la série et leur demander s'ils connaissent. Je vais également les avertir que c'est une série pour les personnes

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<sup>79</sup> <https://www.youtube.com/watch?v=2ZyKSMzrI5g>



âgées de 16 ans et plus et que certaines scènes peuvent être très choquantes.



Ensuite, je passe une première fois la vidéo en entier. Je prends le temps de leur faire un bref résumé de la série et leur explique que les personnes qui parlent dans cette vidéo sont les acteurs.

Ensuite, je leur passe la vidéo deux autres fois avec des pauses et leur demande en amont de trouver les différentes formes de harcèlement scolaire, où cela peut se passer, la limite entre harceleur et défendeur et ce qu'ils ont principalement retenu de la vidéo.

#### Objectifs de la séance :

- Ré activation du modal : MUST et semi modal : HAVE TO et leur forme négative.  
→ Amener les élèves à comprendre ce qu'ils doivent faire ou ne pas faire pour ne pas franchir la ligne du harcèlement scolaire.
- Grâce à la vidéo, comprendre que l'on participe au harcèlement scolaire dès lors que nous en sommes témoins et que nous ne faisons rien.
- Revoir les différentes formes de harcèlement scolaire : « physical, verbal, cyber and social isolation ».
- Le harcèlement scolaire peut avoir lieu dans plusieurs endroits : les couloirs, la salle de classe mais aussi à des fêtes ou sur internet.

- Comprendre qu'il n'y a pas qu'une seule personne qui harcèle mais qu'il y a aussi ceux qui sont témoins, qui encouragent, qui rigolent et donc qui donnent du pouvoir à l'harcéleur.
- Comprendre que l'on peut être un héros si on ose défendre, alerter, prévenir, aider.
- Comprendre que l'on doit en parler à n'importe quelle personne : un coach, un professeur, un parent...

## Séance 4

Pour cette quatrième séance, nous allons travailler sur des posters pour les préparer à la tâche finale qui peut être une vidéo ou une affiche.

Cette activité va les aider pour créer une affiche et pour comprendre quels types de phrases vont accrocher le lecteur.

Les élèves seront en groupe pour cette activité et chaque groupe aura une affiche. Le but de cette activité est d'explicitier ces slogans, de montrer ce qui se cache derrière eux à l'aide d'une seule phrase tout en utilisant les modaux can/must et le semi modal have to que l'on a revu lors des précédentes séances.

Pour cette activité, la différenciation peut être également mise en place. Je pourrais mettre les élèves dans des groupes homogènes et donner suivant les groupes des posters plus ou moins difficiles.

### 1. Posters (EOI/EE)



→ You don't have to follow people, just do what is right for the bully. (warn an adult about his situation, ask for help, don't leave him alone.)

- You must be kind even on the social networks.
- Even if you are alone to think it is bad, you must not believe the other when they say it is not wrong.
- You have to think before speaking.
- You must be kind in front of but also behind the back of someone and you must not publish bad things about someone on social networks.
- You have to be kind with the other because you don't want people to be mean towards you.
- You must report school bullying.

Objectif de la séance :

- Travailler sur les slogans pour que les élèves se rendent compte qu'un slogan doit être court, simple et explicite. Il peut rimer, ou être coloré pour lui donner plus d'originalité.
- Apprendre à synthétiser leurs idées : le fait de résumer un slogan leur apprendra à être concis.
- Entraînement à l'expression écrite puisqu'ils devront écrire pour leur tâche finale que ce soit pour leur affiche ou leur vidéo.

**2. Vidéos de « 13 Reasons Why » (CO)**

Nous resterons en ilot pour cette deuxième activité puisque les élèves seront à nouveau en groupe. Chaque groupe aura un passage de la vidéo à regarder, après avoir regardé l'extrait et avoir compris les points importants, les élèves devront noter le type de harcèlement scolaire présent dans leur vidéo et réaliser un poster (feuille A4) contre le harcèlement scolaire par rapport à leur vidéo.

Groupe 1: "New Bully in High School"<sup>80</sup>

- Emotional school bullying + cyberbullying (everyone is taking a picture of him)
- Example slogan: "you don't need to speak to bully someone."

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<sup>80</sup> <https://www.youtube.com/watch?v=LuexdrRYdck>

Groupe 2: “Alex fights in High School”<sup>81</sup>

→Physical school bullying

→ “Violence is not the key.” / “Violence brings violence.”

Groupe 3: “Texting scene”<sup>82</sup>

→Cyberbullying + sexual bullying

→Would YOU like to see yourself with no clothes on the internet?

Groupe 4: “Tyler washroom scene” jusqu’à 0.53 (video coupée au préalable (image+son))

→Verbal school bullying + physical school bullying

→”Is beating the solution?”

Groupe 5: “Bullying scenes”<sup>83</sup>

→Emotional school bullying

→“Be the hero and defend bullies’ people but violence is not an answer.”

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<sup>81</sup> <https://www.youtube.com/watch?v=WssSRftV5rA>

<sup>82</sup> <https://www.youtube.com/watch?v=T7WniaXkze0>

<sup>83</sup> <https://www.youtube.com/watch?v=vvFUaopRXVo>

## Séances 5 et 6

Les dernières séances seront consacrées à la mise en place de la tâche finale, un vote sera organisé pour décider du format pour le concours, puis nous nous attèlerons à la mise en forme du projet.

## CONCLUSION

The aim of this dissertation was to prove that the management of school bullying has evolved throughout the years. Moreover, my dissertation demonstrates that school bullying is a social issue nowadays. At this moment, a lot of persons are committed to this cause in order to reduce school bullying's cases. I spoke about associations, authors, schools and their means of prevention and I noticed that the more schools raise awareness among pupils, the more school bullying decreases.

I wanted to demonstrate that now things change and evolve. As indicated in my first part, there are now laws concerning school bullying: laws to protect and compensate the victim for what she underwent and laws to charge and to fine the bully in France just as in the United Kingdom.

The struggle of school bullying is taken seriously by most of adults and schools. At present, pupils are aware of this problem in the United Kingdom and in France.

Nonetheless, I have noticed that in the anglophone countries, school bullying has been considered as a social issue since much longer than France. (« La France a mis quarante ans de plus que les pays d'Europe du Nord, vingt-cinq ans de plus que le Royaume-Uni, vingt ans de plus que l'Espagne pour véritablement prendre en compte le phénomène. »<sup>84</sup>) Indeed, schools hire a team who work only with the aim of protecting the pupils' well-being. Additionally, each school has a safeguarding programme which provides protection to pupils and adults within and outside the school. These means of prevention reassure parents and pupils and these advances would be required in France to ensure pupils' well-being and to increase pupils' security within and outside a school. Furthermore, throughout this first part, it is worth considering that a lot of prevention methods exist and are now used within schools: imagining a role play or a short film, writing an article, creating a video or posters against school bullying or else reading and analysing a book. All these prevention methods make pupils work on that subject and be interested in it; it raises awareness among them.

My decision to choose to talk about cyberbullying is because it is a very worrying type of bullying. As I explained in my second part, the arrival of social networks produced

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<sup>84</sup> Stassin, Bérangère, *(Cyber)harcèlement, Sortir de la violence à l'école et sur les écrans*, C&F, France, 2019, p.120.

hate, nastiness, and humiliation momentum coming from young and destined to their peers.

Middle-schoolers find themselves alone on the Internet without the presence of an adult to keep them safe from bullies on the Internet.

And even if cyberbullying does not take place – in most cases – within a school, it is a bullying that comes out of school bullying. Bullies use social networks to persecute and demonstrate power over the bullied even at distance. Even if it happens mostly outside school, cyberbullying can also happen inside a school to bully the victim even if she is in a classroom. Their persecutor takes advantage of social networks to carry on the persecution that the victim already underwent physically with punches, inappropriate gestures, or comments. This type of bullying allows no respite to the victim who thinks she is forced to accept – physically but also through screen – disagreeable comments, insults, and threats.

I focused this second part on two sexual violence: revenge porn and slut shaming.

These two forms of violence are now widespread on social networks. It is common to see intimate picture of a person circulating on the Internet, and thereafter, the person is lynched by internet users. Nonetheless, the person who shares the picture is hardly ever incriminated as if she has won something, indeed, most of the time in the comments, users seem proud of her.

As well, girls are often criticized on the Internet about their clothes or their way of thinking. These forms of violence are worrying because of the quick circulation of these affairs: if only one person shares or retweets a picture, her followers see it and then relay it in turn. Moreover, once the picture is posted, it can hardly be suppressed forever, indeed, people screenshotted it and so it can come up again like it was the case for Amanda Todd or Laure Manaudou.

Pupils should be warned on the limits and risks that social networks entail to use it better. Maybe a lesson on the confidentiality settings that pupils can activate when they use the social networks could be useful and even necessary: how to make their account private? How to block or restrict some accounts? This lesson would aim at protecting pupils from strangers and users who cause them trouble.

Finally, my didactics part aims at putting what I have demonstrated in my dissertation in practise: showing through videos and texts the seriousness of school bullying but also



campaigning altogether against this issue.

The fact of understanding the reasons of such a behaviour and of finding alternatives can make them become aware of their acts, their behaviour and of the way they are with some of their classmates.

In this lesson, pupils will learn the definition of school bullying, the reasons why people bully but also the consequences on the victim. Moreover, together we will determine the different types of school bullying, consequently, they will understand that bullying is not only physical but that words can be as hurtful as physical violence. Thanks to this lesson, maybe some of the pupils will understand that they were mean with some of their peers and consequently, they will change their behaviour and become friendlier. Furthermore, I chose to study with them some videos from the American TV show *13<sup>th</sup> reasons why* in order that they realize it is a worldwide phenomenon affecting every pupil from every country.

The last assessment of the lesson is about taking part in the national “NON AU HARCELEMENT” project and it will permit them to realize how much this issue is important. They will be players in this project and so they will have to invest themselves completely into this struggle. This lesson aims at speaking about school bullying without taboo, even if there is a “plot” to follow, we will make pauses as soon as a pupil wants to ask questions, makes comments about a video or a text or add any information he wants. It is important to show them they can speak about it freely and ask me questions they do not dare to ask usually.

Furthermore, concerning my own experience, I know that if I have not been supported by loving and sincere friends, that I still have, I could have suffered from school bullying because I was like a “perfect target”: a good pupil who was more interested by good marks than by love stories, a too nice and too shy pupil to dare contradict and/or bring face to someone, a calm pupil who did not like conflicts. I was not the type of pupil who would alert the Assistant Principal, the school nurse or a teacher for fear of be held responsible, for fear of making the issue worse, for fear of overstating.

It must be said that when I was in middle school, ten years ago, nobody spoke about school bullying. There were no awareness days, we were not alerting in primary school or when we entered middle school that something like that could happen and above all, we did not have weapon to face it, to know what to do in such circumstances: speak

about it? But to whom? When and where? To keep quiet about it and wait until it ends? How is it possible to know that it was not the victim's fault? How is it not possible to underestimate ourselves, to not lose confidence when something like that happens? Personally, I think I would not have the courage to pit myself against a bully, to defend myself and maybe to speak about it either.

As I said in my introduction, everybody faces school bullying now: either because you experienced it, or because you know someone in your relatives who was bullied, or by being a witness of school bullying during your schooling. When I was in middle school, I witnessed school bullying's acts and unfortunately, I did not speak about it: I saw pupils who ate alone in the canteen, who were alone in the school playground and who were heckled by some boys. It was not physical bullying and I think that is why I thought it was not so serious, but I have learned throughout the years and in writing this dissertation that it is not enough to be hit to feel humiliated, lonely, and defenceless. Words have the same impact than punches and sometimes words can even be more humiliating, devastating, and violent. As soon as a pupil is alone, friendless, it means he is socially excluded and that his peers think he is not worth it, he is not interesting or funny. Those who witness these acts are as culprit as bullies because they let bullies act without saying anything, by being aware of what happens.

However, it is not the guilt which urged me to write about this subject; indeed, I know it would be useless to deplore on past mistakes and that is why I wrote this dissertation: to learn more about this phenomenon and to never witness these acts again.

Unfortunately, I think that as a future teacher, we are not trained to face what can happen in our classrooms, in the corridors, in the playground, just under our eyes. It is true that it is not our role to worry about the relationships between our pupils, we "simply" have to instil skills and knowledge in our pupils, nonetheless it is unthinkable for me to only be a "knowledge transmitter". I want all my pupils to be comfortable and feel secure in my class and I refuse that pupils come to my class with a knot in their stomach, by being afraid of suffering from baiting because they are not the best pupils in English, because they do not pronounce every English words correctly and fluently. I know I would not tolerate mocking and humiliation within my class, and I would not see a pupil excluded, sad and feeling lonely without asking him what is wrong, without

offering him my help. Even though I will be teacher and not a school nurse, an Assistant Principal or a supervisor, I will make sure of the pupils' well-being within my class but also outside, in the corridors, in the playground. I really want to create a confident link with my pupils in order that they know they can speak to me if they need to. My tutor during my first two internships, Miss Stéphanie Goux, comforted me in the fact that it is possible to have this adult posture within our class while being a benevolent and reassuring figure for them. I admired the fact that pupils felt at ease with her, they could freely express themselves, speaking about what they thought, entrusted their doubt and their fear to her.

We are not only teachers but human beings who are from Mondays to Fridays with pupils, we see them develop and grow in the course of time. We are the ones who can see how they act at school, surrounded by peers and adults. We can detect school bullying because as we go along, we get to know our pupils and we can perceive when a pupil does not feel right. We know that if a pupil does not do his homework anymore, does not have good marks anymore and is often absent, there is a problem. I really think that if each adult of a school was trained to comprehend, identify, and alert cases of school bullying, it would be possible to reduce it.

To conclude, I would say school bullying does not begin in middle-school but in primary school and it can continue in high-school, as well as in further studies.

Moreover, some teachers or school staff can suffer from bullying on behalf of pupils.

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# APPENDICES

## Appendix 1: Anatol Pikas' study developed by Ken Rigby



The process can begin when several students suspected of engaging in bullying a targeted person are identified. They often form a quite heterogeneous group.



Each is interviewed in turn. The practitioner begins by sharing a concern with each of the suspected bullies over the plight of the target.

'It looks like Tom is having a hard time at school.'



Once the target's distress is acknowledged, the practitioner asks the suspected bully what he or she is prepared to do to help improve the situation. Normally a suggestion is made and arrangements are made for a further one-to-one meeting to monitor progress. After each of the suspected bullies has been interviewed the practitioner meets with the targeted student. Typically this person has become very dejected and needs help.



At the interview it is explained that each of the suspected bullies has undertaken to help to improve matters. The practitioner expresses strong support. For the targeted child. Nevertheless, the target is asked whether he or she may have contributed to the problem in some way.



In most cases the target is quite innocent but in about 20% of cases there has been some provocation. After the practitioner has seen the suspected bullies again and ascertained that progress has been made, they are brought together for a meeting at which they are asked to decide among themselves - at the meeting - what they are prepared to say to the target when he or she joins them.

'I would like us now to make a plan for when we meet with Tom.'



At the subsequent 'summit meeting' with the target present the suspected bullies make an agreed statement or proposal to resolve the problem. This may be an apology or a statement that they will not continue to harm the target.

'Don't worry mate. We'll make sure it doesn't happen again.'



When the target has behaved provocatively both sides may need to agree to adjust their behaviour and a solution must be negotiated, as in the following scenario with a group of girls.

Finally, the practitioner discusses with them how they can sustain the improved relationship and offers to help if any further problems arise. Needless to say, the situation still needs to be monitored.

'We are sorry, Joanne, but you haven't been very nice to us, you know.'

## Appendix 2: Questionnaire for middle school pupils<sup>85</sup>

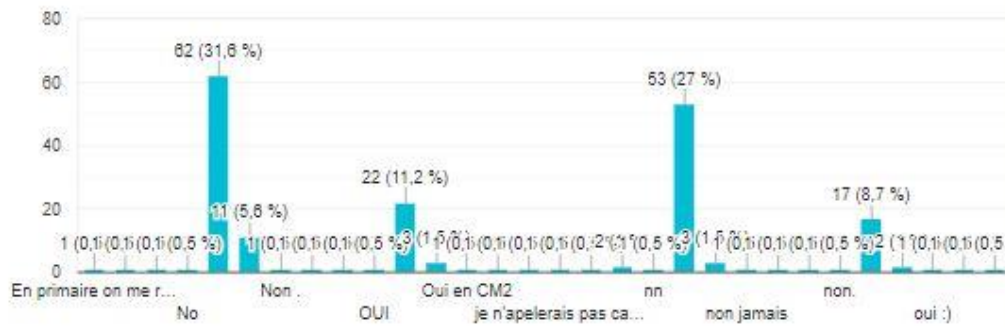


<sup>85</sup> <https://forms.gle/Tc4mFK6K8atBH6D88>

### Avez-vous déjà subi du harcèlement scolaire durant votre scolarité ?



196 réponses



### Si oui, quel type de harcèlement scolaire ? (Verbal, physique, psychologique, cyberharcèlement)

86 réponses

nn

Verbal mais je les ignorais et ils ont fini par arrêter rapidement

Verbal et psychologique

Verbal et de ce que je me souviens un peu physoque

rien du tout .

verbale liée a de l'homophobie

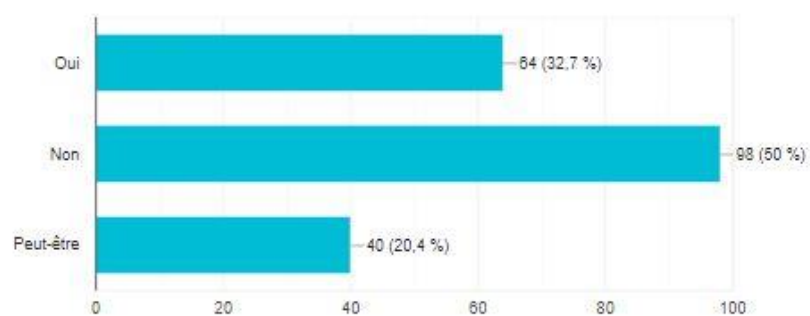
du harcèlement psychologique et cyberharcèlement

Verbal, psychologique, sexuelle



Avez-vous déjà été témoin d'un acte de harcèlement scolaire ?

196 réponses



Avez-vous réagi ? Si oui, qu'avez-vous fait ? Si non, pour quelle(s) raison(s) ?

196 réponses

Je les écouté et aidé

je lui ai dit d'arrêter

je ne suis pas sûr que se soit de l'harcèlement, je ne veut pas accuser à tort

Non car je n'est pas été témoin

Rien a signalé

Certains camarades peuvent prononcer certaines remarques à l'encontre d'autres, lorsqu'on est témoin on ne se doute pas que ça peut être de l'harcèlement c'est seulement après l'avoir vécu qu'on s'en rend vraiment compte...

non car avant il me faisait du mal

Non car je n'ai pas été témoin d'actes de harcèlement

D'après vous, qu'est-ce-que le cyberharcèlement ?

196 réponses

C est du harcèlement par réseaux sociaux

Le cyberharcèlement il s'agit d'un délit

Le cyberharcèlement c'est quelqu'un qui se fait harceler sur un réseaux social

C'est du harcèlement mais en moins fort

pour moi c'est le harcèlement sur les réseaux sociaux

Pour moi, le cyberharcèlement c'est le fait d'harceler une personne par Internet ou par message.

Je ne le savais pas avant de poser la question à mes parents

c'est le harcèlement qui se passe sur les reseaux sur internet etc...

c'est de l'harcèlement qui se passe sur la plate forme des réseaux sociaux

Quelle(s) serai(en)t la/les solution(s) pour faire cesser le cyberharcèlement ?

196 réponses

avoir plus de sécurité et interdit internet au plus jeune

Porter plaint ou les bloquer

Maitre les jeunes dans une école spéciale

en parler à une personne de confiance, garder des preuves (faire une capture d'écran) Porter plainte si cela s'avère nécessaire

Si on en est victime de cyberharcèlement il faudrai bloquer la personne et en parler a la gendarmerie

Pour que le cyberharcelement s'arrête il faudrait en parler à seut qu'il le font

je pense qu'il faudrait être toujours en compte privé et accepter que ses amies et ne jamais envoyer des photos de nous dénudées ou des choses comme ça

Il pourrais y avoir des système de vérification au insulte

Ce questionnaire étant anonyme, vous pouvez écrire ci-dessous, par exemple, un témoignage, un ressenti, un conseil ...

81 réponses

Ces expériences ne sont pas des bons souvenirs, pour mon harcèlement psychologique j'ai du me débrouiller seule car personne ne me prenait au sérieux. Pour mon cyberharcèlement j'ai tout simplement bloqué la personne et je n'en ai plus du tout entendu parler. Pour le harcèlement psychologique il ne faut pas se laisser faire et répondre aux personnes. Mais attention avec ça car cela peut vous retomber dessus alors que vous n'avez quasiment rien fait à la personne en face alors qu'elle a failli vous faire perdre la vie, et ça aussi, ça m'est déjà arrivé et psychologiquement ça a été dur de m'en remettre. Bref j'ai juste envie de finir sur des phrases magnifiques : << c'est la différence qui fait la beauté de l'être humain>>, <<quoi que vous fassiez vous serez toujours jugé(e)>>, <<votre corps est votre âme et votre moyen de transport jusqu'à votre mort donc aimez le, respectez le sans lui faire des cicatrices inutiles, deux adultes ont mis des mois avant d'enfin voir le fruit de leur amour, un enfant. Votre mère a souffert pendant des heures avant de vous avoir dans ses bras et de dire : "tu es magnifique" avec de l'émotion. Ne gâchez pas la première phrase qu'on a prononcé à votre égard en vous disant que vous n'êtes pas beau, c'est faux.>>

se serait bien que les gens le dise quand il se font harceler et aussi que les adultes prennent les élèves au sérieux, qu'ils ne disent pas au il t'a juste embêter

Les personnes qui se font harceler il ne faut pas hésiter en parler au professeur aux parents et au surveillant

## Appendix 3: Becoming player of the school bullying' struggle

# TOUS AMBASSADEURS CONTRE LE HARCÈLEMENT !

Tous les élèves volontaires peuvent devenir ambassadeurs contre le harcèlement et s'engager dans des actions de prévention.



### POUR ROMPRE LA LOI DU SILENCE



- **SENSIBILISER** les élèves
- **REPÉRER** les signes du harcèlement
- **CONVAINCRE** les victimes d'en parler

### POUR AGIR EN ÉQUIPE



- **SE FORMER** à la question du harcèlement entre élèves
- **COOPÉRER** avec les élèves élus au CVC ou CVL
- **ASSOCIER** les adultes

### POUR SUSCITER LA MOBILISATION DE TOUS



- **ORGANISER** des actions de prévention
- **PARTICIPER** au concours Non au harcèlement (NAH)
- **CRÉER** une affiche, un slogan, un hashtag, etc.

### QUI CONTACTER POUR DEVENIR AMBASSADEUR ?

- ✓ Professeur principal
- ✓ CPE
- ✓ Chef d'établissement

**NON AU HARCÈLEMENT**

POUR L'ÉCOLE  
DE LA CONFIANCE



© Ministère de l'éducation nationale, de la jeunesse et des Sports - Novembre 2020

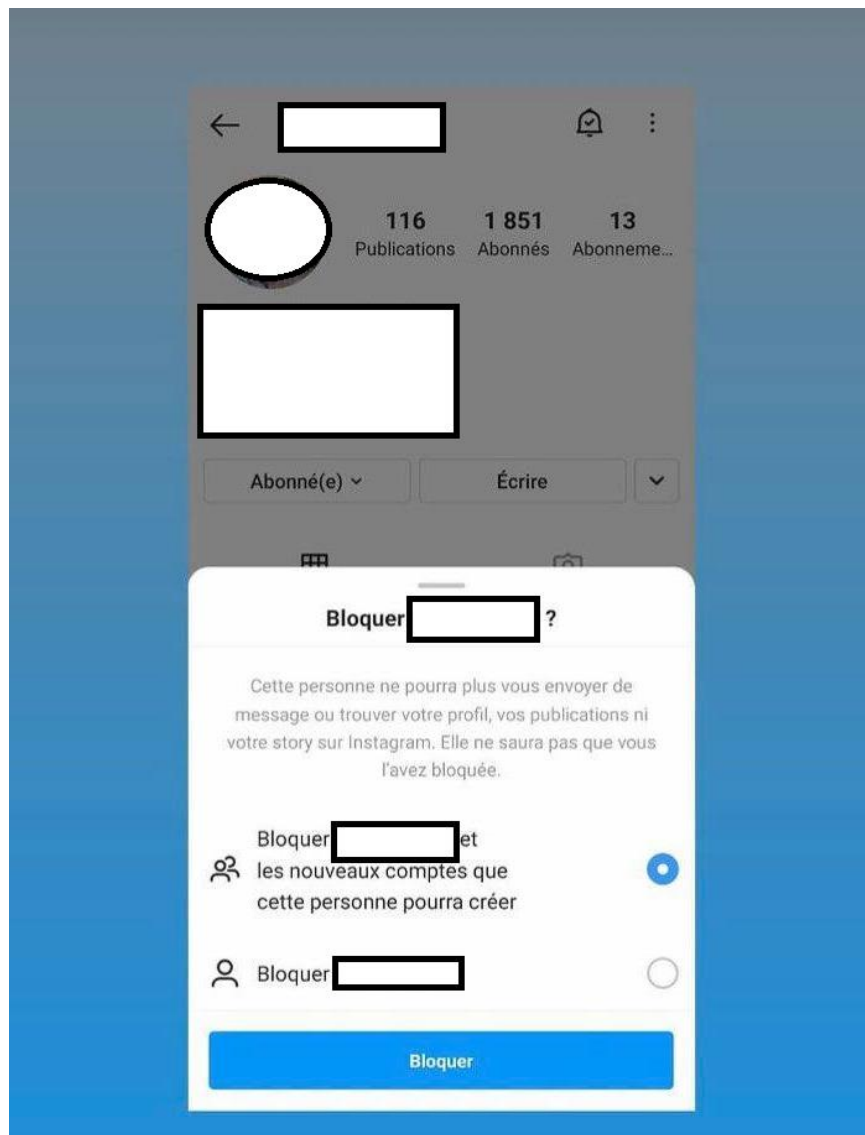
ÉLÈVES, PARENTS, PROFESSIONNELS  
APPELEZ LE

**3020** Service & appel  
gratuits

**Appendix 4:** Posters against school bullying displayed in the learning resource centre of René Cassin middle school



**Appendix 5:** New solution to avoid bullying on the social network Instagram



**Questions entretien avec Madame Drouault Laetitia, infirmière du collège/lycée Sainte-Marie à Belfort**

**Dans la majorité des cas, est-ce-que les élèves viennent spontanément pour vous en parler ou est-ce-que c'est vous qui organisez un rendez-vous lorsque vous êtes alertée d'un potentiel cas de harcèlement scolaire ?**

Le jeune ne vient pas spontanément, dans la majorité des cas il se rend à l'infirmierie pour un mal de ventre. Un mal de ventre n'est jamais anodin, bien souvent il traduit un mal être.

Nous entrons donc dans une relation de confiance afin d'y rechercher la cause et c'est alors que le jeune parle de sa souffrance.

Certains professeurs remarquent aussi des changements de comportements, ils m'en font part et j'organise un entretien avec l'élève et nous en discutons avec son accord.

**Est-ce-que vous avez déjà reçu des élèves témoins de harcèlement scolaire qui viennent ainsi témoigner de ce qu'ils ont vu et/ou entendu ? Comment gérez-vous la situation ?**

Malheureusement : non

Le harcèlement est une relation triangulaire : l'harceleur, l'harcelé et les spectateurs que l'on peut aussi appeler les silencieux.

Les silencieux car ils se taisent par peur, par crainte de la réaction du meneur, du plus fort c'est une façon de se protéger. Il est donc important de sensibiliser les élèves à cette relation triangulaire et d'insister sur le fait de se taire est une forme de complicité.

Et que le seul moyen de lutter contre les violences scolaires et le harcèlement c'est d'en parler. Pour cela, en collaboration avec la CPE j'organise des interventions.

**Est-ce-que vous avez déjà été confrontée à des élèves qui minimisaient ou amplifiaient les faits ? Comment le remarquez-vous et que faites-vous dans ces cas-là ?**

NON, il n'est pas facile pour les élèves de parler de soi, il existe un sentiment de culpabilité, de honte.

Cependant, je m'aide d'une grille d'évaluation : « agir contre le harcèlement à l'école »gouv .fr

Il y a 3 caractéristiques au harcèlement :

- La répétition

- La violence (le rapport de force)
- L'isolement de la victime

### **Est-ce qu'il y a une concertation avec le proviseur avant et/ou après l'entretien ?**

OUI

Nous sommes complémentaires.

Premièrement, je reçois l'élève en situation de mal être et j'instaure une relation de confiance et avec son accord pour trouver ensemble des moyens d'exprimer son mal être, d'y mettre des mots et ainsi évacuer les émotions.

Mon objectif est donc d'instaurer une relation d'écoute et d'aide qui va permettre à l'élève de parler.

Ensuite nous recevons l'élève ensemble La CPE et moi toujours dans l'écoute et l'empathie.

La CPE interviendra par la suite avec l'adjointe de direction pour les suites et le suivi pédagogique.

C'est donc un travail d'équipe, de collaboration.

### **A partir de quel moment devez-vous prévenir les parents ?**

Il est important de rendre les parents acteurs de la situation.

Leur rôle est très important, je les informe dès qu'il y a un symptôme qui traduit un mal être afin qu'ils restent vigilants et les sensibiliser sur les symptômes pouvant traduire un mal être.

### **Organisez-vous un suivi avec les parents et l'élève en cas de harcèlement scolaire ?**

Oui, les parents sont informés de la situation et sensibilisés, je les reçois et ensemble nous discutons de la situation et des moyens pour aider leur enfant en situation de souffrance.

Souvent, je leur conseille d'entreprendre une consultation psychologique avec l'accord de l'enfant en premier lieu vers la MDA (maison de l'adolescence) et bien souvent un suivi thérapeutique est entrepris à plus long terme vers un psychologue privé.

J'informe aussi la référente harcèlement du département qui elle aussi s'entretient avec les parents et l'enfant.

### **Que mettez-vous en place pour protéger l'élève harcelé ?**

Toujours en collaboration avec la CPE et l'adjointe de direction nous essayons d'éloigner l'harceleur de l'harcelé.

(Changement de place, éviter de manger ensemble à la cantine, ...) Et toujours en informant les parents.



L'objectif est ici que l'enfant retrouve sa place au sein de l'établissement scolaire, se sente protégé et en sécurité.

**Concernant l'élève harceleur, est-ce-que vous le recevez également ?**

Oui ; de la même manière que nous recevons la victime.

L'harceleur est bien souvent lui-même en souffrance et exprime son mal être par la violence.

Il faut lui faire prendre conscience que ces actions ne sont pas acceptables et là intervient la CPE et l'adjointe de direction pour mettre en place les démarches qui vont amener à la sanction car il faut rappeler que le harcèlement est un délit puni par la loi et qui est donc interdit.

Mais au-delà de la sanction, il faut accompagner l'harceleur et sa famille dans une relation d'aide et d'écoute.

L'harceleur peut devenir lui-même harcelé.

**Comment gérez-vous le cyberharcèlement en sachant que les faits ne se déroulent pas dans l'enceinte de l'établissement ?**

Les réseaux sociaux, ont pris une place importante dans les relations sociales des jeunes et elle s'est amplifiée avec la crise sanitaire.

La violence est un reflet de leur mauvais usage.

Certains ont besoin de reconnaissance, d'autre plus faibles vont utiliser les réseaux pour exprimer leur mal être et ainsi encourager le harcèlement.

Ça commence par une insulte, une photo et puis l'engrenage.

Ça ne s'arrête pas qu'à la maison ça continue à l'école, dans le bus, dans tous les lieux fréquentés par l'élève.

IL est aussi mon rôle de sensibiliser les parents par des informations sur le bon usage des réseaux sociaux utilisés par leur enfant, d'intervenir ou faire intervenir en collaboration avec la CPE des agents de police pour sensibiliser les élèves.

## **Appendix 7: Interview with Mister Manca, Assistant Principal**

### **Questions pour entretien téléphonique avec Monsieur Paolo Manca, CPE du lycée Jacques Marquette**

**Je pense malheureusement que vous avez déjà été confronté à des situations de harcèlement scolaire au cours de votre carrière de CPE, qu'avez-vous fait pour prendre en charge au mieux la victime et pour dissuader les harceleurs de recommencer ?**

« Il y a différents types d'harceleurs.

Ceux qui ne sont pas conscients de leurs actes et qui prennent de suite peur lorsqu'on les met face à leurs actes. Dans ce cas-là, ils sont convoqués et on les averti des sanctions encourues.

Il y a par contre ceux qui sont de mauvaise volonté. Ça peut aller en interne, d'une punition scolaire à une punition disciplinaire. Les parents de l'harceleur vont être appelés et informés que les parents de la victime peuvent porter plainte. On fait ensuite un suivi.

Par exemple, on a eu une lycéenne qui avait été harcelée dans son précédent collège, les parents l'avaient ensuite changé de collège et lorsqu'elle est arrivée dans notre lycée, elle s'est retrouvée face à ses anciens harceleurs. Nous avons été alertés de cette histoire et nous l'avons donc mis dans une classe différente. Cependant, avec des jeunes d'autres lycées, ils ont recommencé à la harceler par rapport à son physique donc nous avons pris des actions très fortes : nous avons appelé les parents des harceleurs, les parents de la victime ont porté plainte, et cette histoire s'est terminée à la gendarmerie.

La plupart du temps, nous sommes très vite au courant de situations d'harcèlement scolaire ou d'élèves marginalisés. Le but est de traiter le problème à la racine. »

**Quels types de prévention mettez-vous en place dans votre lycée pour dissuader les élèves de s'en prendre à d'autre ?**

- Affiches contre le harcèlement scolaire
- On intervient dans les classes ou alors de manière ciblée en direction des victimes ou des auteurs.
- Entretiens avec les élèves, les parents d'élèves.
- En cas de harcèlement scolaire, on conseille à la famille de la victime de déposer plainte.

**Travaillez-vous avec d'autres membres du lycée pour l'éviter (infirmière, proviseur...) ou même des intervenants comme le maire, la municipalité... ?**

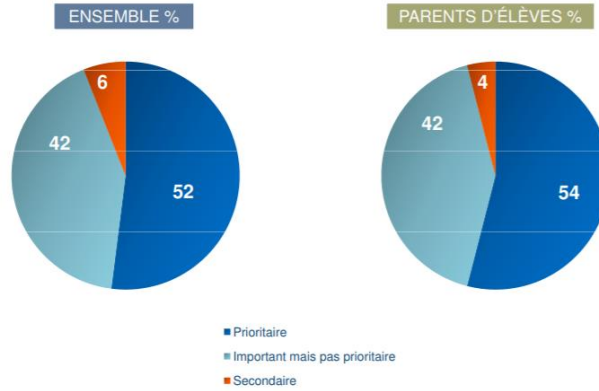
Nous travaillons avec tous les membres de l'établissement puisque tous sont en contact avec les élèves. Sauf peut-être les PSY-EN qui sont plus centrés sur l'éducation. Mais nous n'avons pas d'autres intervenants comme le maire, nous faisons vraiment ça en interne.

## Appendix 8: School bullying' study



### Caractère prioritaire de la lutte contre le harcèlement scolaire

**QUESTION :** Et d'après vous, la lutte contre le harcèlement scolaire doit-elle constituer pour le Ministère de l'Éducation nationale un sujet prioritaire, important mais pas prioritaire ou secondaire ?



Enquête Ipsos pour le Ministère de l'Éducation nationale - Les Français et le harcèlement scolaire - Janvier 2012

Ipsos Public Affairs

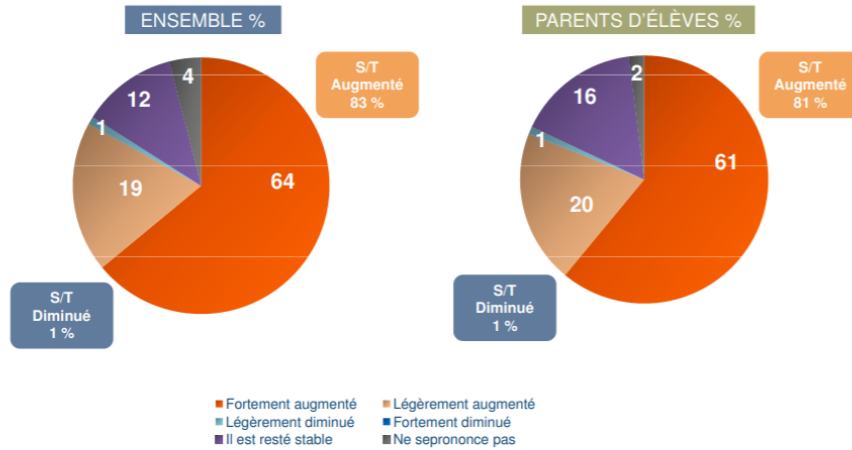
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### Evolution du nombre de victimes de harcèlement scolaire

*Nous allons parler du harcèlement scolaire. Un élève est victime de harcèlement scolaire lorsqu'il subit de la part d'un autre élève ou d'un groupe d'élèves des actes de violence répétés, que cette violence soit verbale, physique ou psychologique. Cette violence peut prendre la forme de menaces, de rumeurs, de coups, d'insultes ou encore de messages injurieux ou méchants envoyés à la victime ou diffusés sur les réseaux sociaux.*

**QUESTION :** Selon vous, par rapport à il y a quelques années, le nombre d'élèves victimes de harcèlement scolaire a-t-il... ?



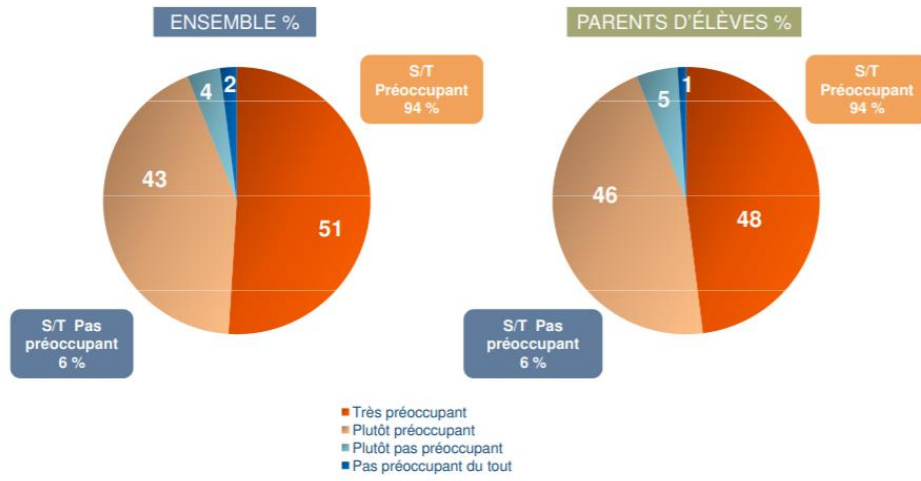
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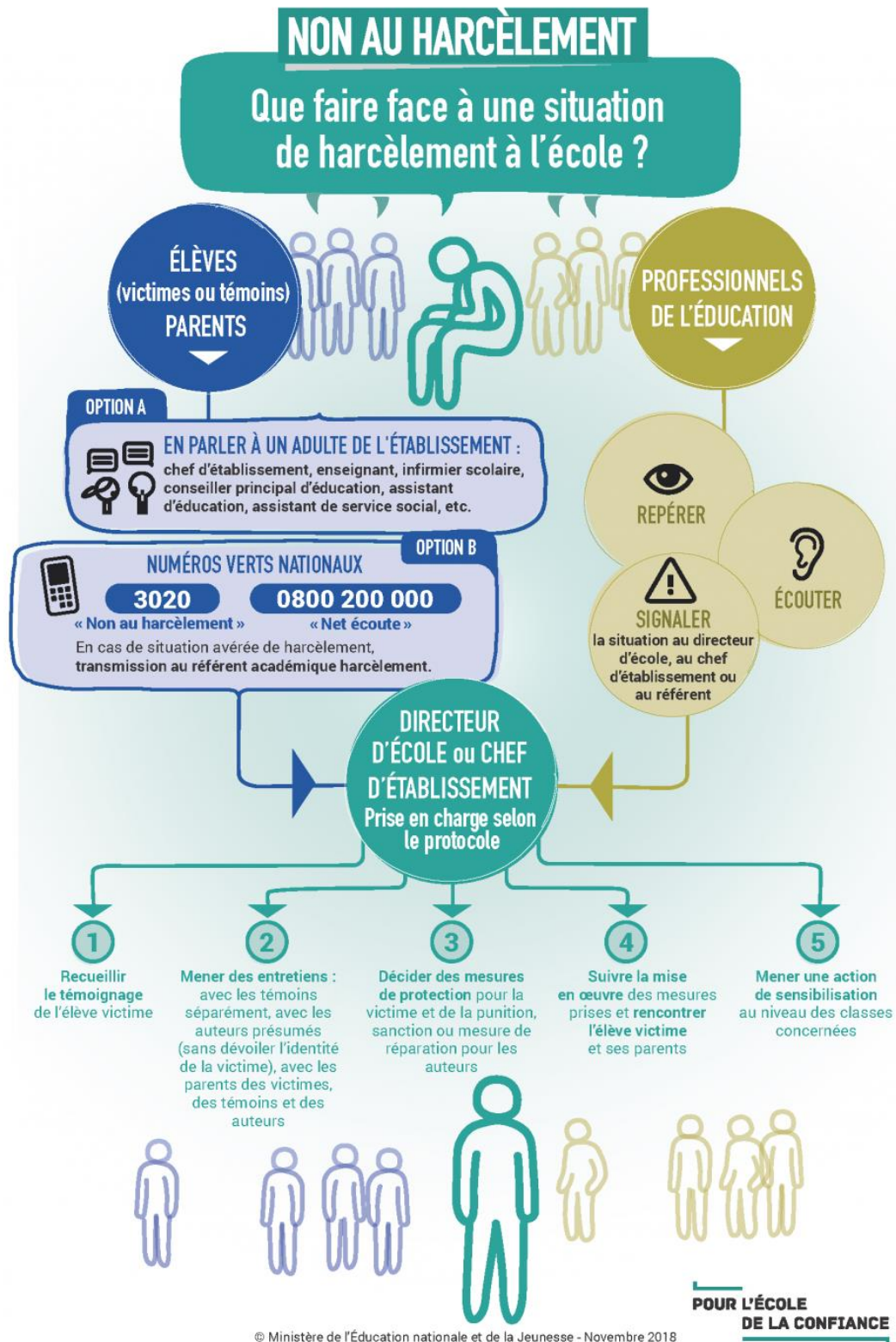
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## Niveau de préoccupation quant au harcèlement scolaire

**QUESTION :** Selon vous, le harcèlement scolaire est-il un sujet très préoccupant, plutôt préoccupant, plutôt pas préoccupant ou pas préoccupant du tout ?



## Appendix 9 Taking action against school bullying



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# SUMMARY

My dissertation deals with school bullying which happens in middle-school both in France and the United Kingdom.

I focused my first part on the laws which have been created in the United Kingdom and in France these last years to prove that school bullying is now taken seriously juridically within these two countries. Moreover, I chose to deal with the means of prevention which are now implemented to raise awareness among pupils and to reduce school bullying.

My second part is about cyberbullying, the new plague of the twenty-first century because of the arrival of cell phones and social networks. Cyberbullying demonstrates that social networks is not managed properly by pupils. Withing this part, I concentrate on two types of sexual violence that happens through screen: revenge porn and slut shaming.

Eventually, in my didactics part, I put in practice an example of a mean of prevention: creating a lesson on bullying to raise awareness among pupils. This lesson aims at explaining what school bullying is, dealing with the different types of bullying but also and especially suggesting solutions as part of the French national project « Non au harcèlement »: indeed, pupils will have to create a poster to raise awareness among people.

## **Key words**

School bullying

Cyberbullying

Pupil

Violence

Bully/bullied

Means of prevention