COURSE BROCHURE | ERASMUS+ TRAINING

Bullying and Cyberbullying

Recognise, prevent and respond to bullying and cyberbullying through safeguarding-informed practice, digital safety and whole-school action.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Porto	English	On-site	6 days	€480	E10201112

€480 per participant for 6 days in Porto, Portugal. Check current editions, fee and inclusions before booking.

Course description

Bullying and cyberbullying can undermine safety, belonging, learning and wellbeing across school communities. Effective prevention requires a shared understanding of repeated harmful behaviour, power imbalance, group dynamics and the ways digital environments can extend harm beyond school hours.

This course helps education professionals recognise warning signs and patterns, distinguish bullying from conflict and other harmful behaviour, respond to disclosures and incidents using safeguarding-informed procedures, and strengthen whole-school prevention. Participants will examine bystander and upstander roles, online risk, digital evidence, communication with families and coordinated responses across school staff and relevant support services.

Through case analysis, scenario practice and collaborative planning, participants will develop a prevention and response pathway adapted to their institutional and national context. The course does not replace specialist mental-health, child-protection advice, and participants should follow their organisation's safeguarding and reporting procedures.

Who the course is for

For educators

Teachers, school leaders, counsellors, safeguarding and wellbeing staff, youth workers and other education professionals responsible for safe and inclusive learning environments. The course is particularly relevant for staff involved in prevention, receiving disclosures, responding to incidents, digital safety, family communication or whole-school policy.

At a glance

Course level: Basic to Intermediate Professional Literacy

Prerequisites: No formal prerequisites. Participants should be familiar with their institution's safeguarding and incident-reporting procedures where available.

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

Bullying Dynamics & Safeguarding / Cyberbullying & Digital Safety / Whole-School Prevention & Response

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Recognition & Differentiation** - Identify patterns and warning signs of bullying and cyberbullying and distinguish them from conflict, isolated harmful behaviour and other safeguarding concerns.

02 **Bullying Dynamics, Roles & Impact** - Analyse power imbalance, repetition, peer-group dynamics, bystander or upstander roles and possible effects on safety, wellbeing and participation.

03 **Safe Response & Safeguarding** - Respond appropriately to a disclosure or suspected incident by prioritising immediate safety, listening without blame, documenting concerns and following institutional referral procedures.

04 **Digital Safety & Evidence Handling** - Guide learners in privacy, blocking and reporting tools and handle digital evidence proportionately without redistributing harmful content.

05 **Support, Intervention & Bystander Engagement** - Plan supportive and educational responses for affected learners, harmful behaviour and peer groups while avoiding victim-blaming and inappropriate confrontation.

06 **Whole-School Prevention & Action Planning** - Develop a coordinated prevention and response pathway covering roles, reporting, communication, education and review within the participant's institution.

07 **European Peer Exchange & Institutional Transfer** - Compare bullying-prevention practices with European peers, exchange professional approaches and identify strategies that can be adapted to participants' own institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Understanding Bullying, Cyberbullying & School Context

- Define bullying and cyberbullying and distinguish them from conflict, isolated harmful behaviour and other safeguarding concerns.
- Explore power imbalance, repetition, intent, impact and the ways digital environments can extend harm.
- Analyse the roles of targeted learners, learners displaying harmful behaviour, bystanders and upstanders.
- Examine possible physical, emotional, social and educational effects without assuming a single profile.
- Review current concerns, procedures and prevention priorities in participants' institutions.

DAY 3

Warning Signs, Disclosure & Immediate Response

- Identify behavioural, emotional, social, attendance and online warning signs that may require further attention.
- Practise receiving a disclosure calmly, listening without blame and avoiding promises that cannot be kept.
- Prioritise immediate safety and identify when urgent safeguarding or specialist support is required.
- Document concerns factually and follow appropriate institutional reporting and referral pathways.
- Apply the response process through realistic school scenarios.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Cyberbullying, Digital Safety & Evidence

- Explore how messaging, social media, gaming and shared content can intensify or prolong harmful behaviour.
- Review privacy, blocking, muting and platform-reporting tools as part of broader educational responses.
- Discuss safe and proportionate preservation of relevant digital evidence without forwarding or amplifying harmful material.
- Examine anonymity, audience scale, permanence, digital footprints and the overlap between online and offline harm.
- Develop age-appropriate digital-citizenship and help-seeking guidance for learners.

DAY 5

Support, Intervention & Coordinated School Response

- Plan supportive responses for targeted learners that avoid victim-blaming and respect individual needs.
- Address harmful behaviour through clear expectations, accountability, education and appropriate consequences.
- Engage bystanders and peer groups in safe upstander behaviour without placing students at risk.
- Coordinate communication between staff, families, counsellors and external services according to role and procedure.

DAY 6

Whole-School Prevention & Action Planning

- Audit existing policy, reporting routes, classroom culture and staff or family communication.
- Design preventive learning activities, positive behaviour agreements and peer-support.
- Clarify staff roles, record-keeping, review and communication responsibilities.
- Develop a realistic whole-school prevention and response action plan.
- Present the plan and refine it through peer feedback
- Complete course evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Case Analysis & Bullying Dynamics

Participants analyse varied school and online scenarios to identify patterns, power imbalance, roles, impact, warning signs and contextual factors without relying on stereotypes.

Safeguarding Scenarios & Response Practice

Guided role practice develops listening, documentation, immediate-safety, communication and referral skills while reinforcing professional boundaries and institutional procedures.

Whole-School Prevention Design

Participants audit current practice and collaboratively develop prevention, reporting, support and review actions for their own institutional contexts.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Developing a School Bullying and Cyberbullying Response Pathway**
>
> Imagine a school receiving a report that harmful messages, images and exclusion are affecting a learner both online and in school. Participants examine the available information, identify immediate safety and safeguarding needs, plan documentation and communication, coordinate support and accountability, and review what preventive action is needed across the school community. This illustrates one possible professional application; actual activities and legal procedures vary by context.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: None

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

Contact: learningtogether.eu@sinerconsult.pt | +351 229 418 490