The use of technology has brought many benefits to children and young people, increasing access to information, facilitating communication and socialization, and improving teaching and learning. But living in the virtual world is different from living in the real world because, in the virtual world, the interlocutor can sometimes be aggressive without revealing their identity.

The phenomenon of cyberbullying has reached alarming levels, with a negative impact on the physical and mental health of the aggressors, victims, and witnesses (low self-esteem, school failure, anger, anxiety, depression, school avoidance, school violence, drug consumption, and suicide). Examining cyberbullying requires exploring the interplay between its components (cyberbullies, cybervictims, peers, teachers, psychologists, parents, and administrators), and prevention and intervention projects must consider the active involvement of all.

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Cyberbullying
in educational context

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Introduction

Cyberbullying is a term defined in 2005 by Bill Belsey that makes the combination of the traditional bullying allied to the term cyber by implying the use of technologies to intentionally carry out repeated and hostile behaviours against an individual or group of individuals, with the cause of harm (Kowalski et al., 2014; Belsey, 2006). Hinduja and Patchin (2008) report that cyberbullying causes physical, psychological, cognitive, social, and emotional sequelae. This damage can cause introversion, low self-esteem, insecurity, and feelings of panic, depression, anguish, school failure or, in more severe cases, suicide.

In 2017, a UNICEF study revealed that 1 in 3 children claimed to have been victims of cyberbullying. In the study by Ponte and Batista (2019), 24% of Portuguese children and young people reported being victims of offline and online bullying in 2018. In Portugal, Amado et al. (2012) report, in a questionnaire to 339 students from the 6th, 8th and 11th years of schooling, that 15.6% of the respondents had already been the target of cyberbullying. In the analysis by EU Kids Online Portugal (2019), these values more than doubled in relation to 2010 and 2014.

Still in Portugal, according to António et al. (2020), in a study in which 485 students participated, 61.4% have been victims of cyberbullying, at least some, in the last 3 months (during the quarantine/distance learning period); 40.8% said they had been an aggressor, and 86.8% an observer.

Background

In December 2010, a proposal was presented to the Portuguese Assembly of the Republic that advocated the criminalization of school bullying (Bill 46/XI/2). Subsequently, the Student Statute and School Ethics (Law No. 51/2012) defined a set of duties of the student aimed at preventing behaviours related to bullying and whose non-compliance causes the author to incur disciplinary infraction and in the possible application of corrective disciplinary measures (i) and j) of Article 10). This statute also scans the obligations and duties of both parents and school principals in situations that call into question the "safety and physical and psychological integrity of all who participate in the life of the school". In 2019, Order No. 8404-

C/2019, made effective the appointment of a working committee that had the function of supervising and promoting the project "School Without Bullying. School Without Violence." This order explicitly defines that the school, along with the family, are privileged spaces in the prevention and fight against violence, namely bullying and cyberbullying.

In the current context, with an unparalleled use of the internet and digital resources, in which computers are distributed to all students of the Portuguese educational system as well as to all teachers, there is a simultaneous, exponential increase in cases of cyberbullying, as mentioned in the study by António et. Al (2020), in which of the 485 students participated and 61.4% said they had been the victim of cyberbullying, at least a few times, in the last 3 months. It is therefore important to understand this phenomenon and, above all, to prepare teachers, students, and parents with strategies to combat this problem. We decided, therefore, to prepare a scoping study, because we consider it relevant to know the state of the art at the level of academic publications in Portuguese about the situation of cyberbullying in Portugal.

Method

According to Arksey and O'Malley (2005) a scoping study aims to quickly map out the key concepts that underpin a research area and the main sources and types of evidence available. This definition draws attention to the need for comprehensive coverage of the available literature, regarding the amount of data taken and analysed, referring to the fact that there may be different degrees of depth in different types of scoping study, as this depends on the purpose of the review itself. A scoping study can be carried out as a standalone project especially when an area is complex or has not been comprehensively researched. To note that the process should be documented in sufficient detail to enable the study to be replicated by others.

According to the authors it is possible to identify at least four reasons why a scoping study can be carried out: 1. To examine the extent, scope, and nature of the research activity; 2. To determine the value of conducting a complete systematic review; 3. To summarize and disseminate the results of the research; 4. To identify research gaps in existing literature.

Arksey and O'Malley (2005) also define that a scoping study should consist of 5 stages:

Stage 1: identifying the research question
Stage 2: identifying relevant studies
Stage 3: study selection
Stage 4: charting the data
Stage 5: collating, summarizing, and reporting the results

Thus, in **stage 1**, we defined our review question, to analyse, synthesize and present some data contained in the existing literature on the **state of the art**

referring to academic publications in Portuguese related to cyberbullying in Portugal.

Regarding **stage 2**, we define that, in our research, we will consider articles with quantitative approaches and qualitative approaches, because, according to McMillan and Schumacher (2001), educational research is disciplined research, using quantitative and qualitative approaches.

Then, as databases for our research, we selected the Online Knowledge Library (b-on) because it allows access to scientific publications from research institutions and higher education being a reference in access to international scientific information. We also opted for the Portal of Scientific Repositories of Open Access in Portugal (RCAAP) because it collects, aggregates and indexes scientific content so long as it exists in the institutional repositories of national higher education entities, and other organizations. We decided to expand the search with the use of Google Scholar, to verify if this portal adds other amplitude studies that can contribute to better answer the review question.

In summary, in the three databases, the following results were achieved:

Table 1. Preliminary research results

	1AND2	1AND3	1AND4	2AND3	2AND4	1AND2AND3	2AND3AND4	ALL
B-ON	8264	529	225	151	100	79	0	0
RCAAP	103	144	1	48	0	20	0	0
GOOGLE	58 400	52 300	23 300	5250	4410	5550	478	39
TOTALS	66 767	53 040	23 526	5574	4510	5702	478	39

We then started **stage 3** and we set out the following inclusion and exclusion criteria:

Frame 1. Inclusion and exclusion criteria

INCLUSION CRITERIA	EXCLUSION CRITERIA
SCIENTIFIC ARTICLE	Exclude repeated articles.
ACCESS TO FULL TEXT IN PDF FORMAT	Exclude articles by analysing titles.
ARTICLES SINCE 2016	Exclude books, chapters, e-books, and theses
ARTICLES IN PORTUGUESE	Exclude articles that do not have an abstract and/or keyword.
	Exclude articles not referring to Portugal.
	Exclude articles that do not explicitly mention peer review
	Exclude articles by analysing the abstracts of the articles.

After defining the inclusion and exclusion criteria, as Cherry and Dickson (2014) refer, we consulted an expert in the field, who suggested, since the volume of data to be analysed was impractical (in our case we had 159 636 results) to change the inclusion criteria for the date or restrict to only one database the research. Our option was to restrict one database and we selected the data obtained in RCAAP with following results:

Table 2. Results

	1AND2	1AND3	1AND4	2AND3	2AND4	1AND2AND3	2AND3AND4	ALL
RCAAP	103	144	1	48	0	20	0	0

The flow diagram summarizing the review protocol and the compiled data is presented in *Figure 1.*
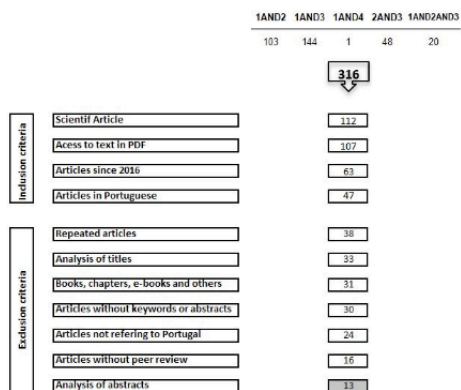

Figure 1. Revision Protocol (adapted from Moher, Tetzlaff and Altman, 2009)

As defined in **stage 4**, we charted the data. All data collected were organized through Excel grids so that data extraction was facilitated and their reading, and subsequent reference, was feasible, as reported by Fleeman and Dundar (2014).

We organize the descriptive data according to the order number resulting from our research, referring to the name of the articles, their year of publication and authors.

Table 3. Descriptive data
(order number, name of articles, year of publication and authors)

Nº	ARTICLE NAME	YEAR	AUTHORS
1	Ciber) Bullying: revisão sistemática da literatura	2021	Gonçalves, Vitor ; Vaz, Cátia Emanuela Augusto
6	A promoção de manifestações de bullying na escola: posicionamento dos alunos adolescentes portugueses	2018	Ceron Trevisol, Maria Teresa; Pereira, Beatriz Spies, Dandara Isabela: Mattana, Patrícia
7	Associação entre bullying escolar e o país de origem: um estudo transcultural	2019	Zequinão, Marcela Almeida; Medeiros, Pâmella, de; Lise, Fábio Augusto; Trevisol, Maria Teresa Ceron; Pereira, Beatriz
2	Bullying e cyberbullying em idade escolar	2016	Seixas, Sónia Raquel Pereira Malta Marruaz; Fernandes, Luís; Morais, Tito
3	Bullying e Cyberbullying: ameaça ao bem-estar físico e mental dos adolescentes	2018	Araújo, João Diogo Oliveira Caldeira, Maria do Rosário
9	Bullying na adolescência: causas e comportamentos de alunos portugueses e brasileiros	2019	Ceron Trevisol, Maria Teresa Pereira, Beatriz Mattana, Patrícia
10	Bullying na escola: causas e posicionamentos de alunos portugueses e brasileiros	2017	Ceron Trevisol, Maria Teresa; Pereira, Beatriz Mattana, Patrícia
4	Bullying, ciberbullying e problemas de comportamento: o género e a idade importam?	2019	Carvalho, Marina; Branquinho, Cátia Sofia dos Santos; Matos, Margarida Gaspar de
14	Cyberbullying: Motivos da agressão na perspetiva de jovens portugueses	2017	Caetano, Ana; Amado, João; Martins, Maria José D.; Freire, Isabel; Veiga Simão, Ana; Pessoa, Teresa
15	Emoções no cyberbullying: um estudo com adolescentes portugueses	2016	Caetano, Ana; Freire, Isabel; Veiga Simão, Ana Martins, Maria José D.; Pessoa, Teresa
11	Jogos antibullying: a perceção dos professores e educadores portugueses	2020	Vaz, Cátia
12	Número Temático: Estudos sobre Bullying em Portugal	2017	Almeida, Ana Maria Tomás de Correia, Isabel
5	Vitimização pelo bullying em três países: um estudo transcultural	2019	Zequinão, Marcela Almeida; Medeiros, Pâmella, Silva, Jorge Luiz; Skrzypiec, Grace; Trevisol, Maria Teresa Ceron; Lopes, Luís; Pereira, Beatriz

As Arksey and O'Malley (2003) say, **stage 5** of a scoping study involves collating, summarizing, and reporting the results. Consequently, we then established our categories and subcategories of analysis

i. The aggravating factor of cyberbullying

According to Seixas et al. (2016), communication mediated by a screen has its own characteristics that serve as enhancers and aggravating factors in the case

of cyberbullying, in which interlocutors feel that there is a minimization of authority. This communication context allows a growing disinhibition, more relaxed and with less formality than the real and face-to-face context, enabling anonymity and the illusion of invisibility. At the same time, the aggressor does not have the same access to the victim's reactions as in the real context, which may cause him even less empathy or remorse for the victim.

To Seixas et al. (2016), the fact that when digital content is accessible online can be searched and used freely, repeatedly and without contextualization, further aggravate the problem of cyberbullying. In addition, you don't control the audience that sees online aggression and that, unlike face-to-face bullying that is restricted to a space-time, cyberbullying can happen at any time and anywhere because both aggressors and victims are permanently connected to their mobile devices. Also, Araújo and Caldeira (2018) follow the same line of thought, stating that cyberbullying can exert its effects on the victim at anytime and anywhere, thus being a constant pressure.

Seixas et al. (2016) also argue that the relationship of power inequality inherent in bullying can gain another perspective in the case of cyberbullying, because it is no longer about the aggressor being the strongest physically, but rather the one with the greatest technological expertise.

For Araújo and Caldeira (2018) cyberbullying is a more complex and violent form of aggression and may even serve as a continuation of face-to-face bullying. For the authors, as occurs in a virtual world, the aggressor feels unpunished, unsupervised, and invisible so he can go beyond all limits.

According to Caetano et al. (2016) there are very important factors of impunity and anonymity, together with the face-to-face removal, which allow the aggressor to perpetuate their behaviour because, not visualizing the reactions and suffering of the victim, this minimizes feelings of guilt and remorse, combined with the lack of consequence of their acts. Following this line of thinking, these authors also state that aggressors, due to the context of cyberspace, develop a reduced sensitivity to empathy and suffering of others.

For Caetano et al. (2017) for the new generations that are continuously linked to cyberspace, in which everything happens very fast, almost instantaneously, the aggressors justify their behaviours as play, fun, escape from boredom, pleasure for pleasure, which will imply serious consequences at many levels and particularly in the communicational, moral, and ethical development both the victim and the aggressor.

Taking into account the specific characteristics of cyberbullying, Seixas et al. (2016) state that victims may present a more oppressive symptomatology, both physically, mentally, and socially, than in cases of traditional bullying.

Table 4. Category "The aggravating factor of cyberbullying" (evidence)

Nº	EVIDENCE
2	"Young victims of cyberbullying assume a more serious and insidious character, and may trigger more intense, disturbing and more physical, psychological and social risk symptoms."
3	"Cyberbullying unquestionably represents a more complex form of bullying and, in many cases, can emerge as the continuation of face-to-face bullying"
15	"In the case of cyberbullying, aggressors will be better protected, given the anonymity of this behaviour, and unaware of the reactions of victims, which "protects" them from feelings of guilt"
14	"The prevalence of hedonistic motives, associated with emotions of pleasure and fun, and the possible processes of moral disengagement"

ii. Teacher training

According to Gonçalves and Vaz (2021), teacher training is one of the ways to follow, thus investing in the primary prevention of cyberbullying, easing teachers with knowledge and strategies that make it possible to identify behaviours and, in a timely manner, act. According to the authors, their studies suggest the lack of specific training for the educational community.

Also, Carvalho et al. (2019) and Trevisol et al. (2018) state that it is necessary to develop skills in those who are responsible for formal education, so that professionals can recognize and intervene in cases of bullying and cyberbullying.

In studies conducted by Vaz (2020) most teachers report that bullying is currently a worrying problem in schools, but that they never had specific training in this area, although they felt the need for this same training. Thus, the author states that it is essential to develop conceptual training in teachers to face bullying, since they are the ones that can more easily prevent and detect this problem in the school environment.

Table 5. Category "Teacher training" (evidence)

Nº	EVDENCE
1	"Teacher training is the key"
10	"It is necessary that the adults responsible for this context be attentive to identify them and intervene with them (...) Have knowledge to guide students, schools, families and society in general about the risks and consequences of bullying"
11	"In this sense, teacher training is essential, because they are the ones who can prevent and detect this problem more easily in schools"

iii. Intervention programs

According to Araújo e Caldeira (2018) and Carvalho et al. (2019) it is necessary to develop intervention projects, based on public policies in the

Education and Health areas, in the school and community context, centred into the socio-emotional aspects that involve the capacities and competencies of empathy, so that young people are aware of the phenomenon of cyberbullying and its consequences. For the authors, cyberbullying is a complex and difficult-to-control phenomenon that awareness-raising campaigns are needed, involving students and families, so that they can anticipate and avoid the harms of cyberbullying.

Trevisol et al. (2018) also concluded that prevention and intervention actions are needed, based on programs that promote the development of the formation of the human dimension of students and their relationships, with a view to preventing and intervening the effects of bullying. In these programs, according to Trevisol et al. (2017), all actors should be part of the victim, aggressor, spectator, in the sense that everyone feels that the quality of relationships of coexistence at school is a common task.

Caetano et al. (2017) state that it is necessary to develop an effective digital citizenship, which breaks the cycle of associated violence in order to prevent cyberbullying and some of the causes that are at its origin. Dealing with and discouraging with cyberbullying will involve the design and implementation of through intervention projects, which must include all stakeholders: students, teachers, and parents, in a systemic approach (Caetano et al., 2016).

In the form of a summary, Zequinão et al. (2019) report that the literature proves the effectiveness of school bullying intervention projects, referencing the world-renowned *KiVa Antibullying Program* and *the Olweus Bullying Prevention Program*.

Table 6. Category "Intervention programs" (evidence)

Nº	EVIDENCE
3	"In this sense, it is urgent to carry out information and awareness campaigns in schools and for families"
4	"Development of and/or adaptation of prevention programs, focused on socio-emotional aspects involving empathy skills and competences."
6	"Organization of prevention and intervention actions in relation to the problem of bullying at school"
5	"(...) programs effectively reduce school bullying in relation to aggression (approximately 19-20%) and victimization (15-16%) (...)"
9	"Prevention and intervention work with all those involved in the problem: victim, aggressor, spectator, finally, with the school collective, so that everyone feels responsible for ensuring the quality of the relationships of coexistence in the school space"
14	"It is necessary to consider an intervention that seeks to prevent cyberbullying and some of its causes, but also break the cycle of violence"
15	"Therefore, it is necessary to develop intervention projects based on in-depth knowledge of the phenomenon, in a systemic approach in which everyone is involved"

iv. The game

From Vaz's perspective (2020) the use of play as an instrument that enables the development of critical thinking, cooperative work and problem solving will be a form of primary prevention of the scourge of cyberbullying. The use of educational games as a strategy to combat violence in the school context should act as an instrument for primary prevention and awareness of children.
Gonçalves and Vaz (2021) follow the same line of thought, in which the game can be an important ally in the fight against cyberbullying, referencing the digital resources available on platforms that aimed at the primary prevention of this scourge.

Table 7. Category "The game" (evidence)

Nº	EVIDENCE
11	"Assuming that playful activity is extremely important in children's lives, in addition to contributing to their development, it may also play a primary role as an instrument for preventing bullying."
1	"Aiming at the use of games in the prevention of this phenomenon, it is considered that the playful aspects associated with the pedagogical/educational aspects present in the games are important strategies for teaching."

v. Portuguese Context

According to Araújo and Caldeira (2018), who cite a United Nations Children's Fund (UNICEF), "Portugal has registered more complaints of bullying than the United States."

In order to combat the increase in cases of cyberbullying, according to Gonçalves and Vaz (2021), the Ministry of Education has implemented a plan that provides for awareness and prevention of bullying and cyberbullying and, at the same time, defines mechanisms for intervention in school. The authors also highlight a set of projects and campaigns aimed at raising awareness and alerting to the problem, such as: *Secure Internet Center* and *SeguraNet*. These authors highlight didactic instruments in the game format that have been designed in this context and are being implemented in Portugal, namely "Playing and Laughing Bullying Let's Prevent"; quiz4you – Science4you Seguranet; the game PISCA Mega Quiz"

Gonçalves and Vaz (2021) make explicit reference to the activities promoted by the Safe Internet Center, of which they highlight: Formation of teachers; Contest "SeguraNet Challenges"; Content and awareness-raising materials; Awareness-raising sessions in schools; Safer Internet Day campaign; Campaign "Cybersecurity Month in Schools"; Educational resources; Digital Security Seal; Digital Leaders

Table 8. Category "Cyberbullying in Portugal" (evidence)

Nº	EVIDENCE
3	"Portugal has seen an increase in the number of victims of bullying and cyberbullying. According to a study by the United Nations Children's Fund (UNICEF), published on November 1, 2017, by público, "Portugal has had more complaints of bullying than the United States."
1	"With regard to measures implemented in recent years to reduce the practice of bullying and cyberbullying in Portugal, the Ministry of Education launched, in 2019, a Plan to combat bullying and cyberbullying, focusing on awareness raising, prevention and the definition of intervention mechanisms in the school environment, with the involvement of various services"

Conclusion

During the COVID-19 global pandemic period, cyberbullying grew exponentially, not only due to leisure time, but because educational processes also moved primarily online. Furthermore, the social distancing during the pandemic meant that the only contact the students and adolescents made was made in the virtual space.

Analysing the situations in the new context of the current COVID-19 crisis and the accelerated transformation of education and training systems, the problem of cyberbullying could take dimensions for which the school and society itself must be prepared.

In the first theme, **(i) the aggravating factor of cyberbullying**, the authors assume that cyberbullying differs from traditional bullying due to its specific characteristics and that these can even serve as aggravating factors. For the aggressor there is a sense of impunity and invisibility, feeling that he/she can pass all barriers and boundaries without having to deal with the consequences of his/her acts. Also not being physically present, being only something to which he/she watches through a screen, allows the aggressor to feel less remorse and empathy for the suffering of the victim. The virtual world in which stimuli and reactions are immediate, with an incessant search for new pleasures and new amusements that occur at an increasing speed, leads the aggressor to view his/her acts only as a moment of fun and there is no reflection on the consequences. From the victim's perspective, cyberbullying also has aggravating characteristics. The replicability of the contents in the virtual context makes the aggression be experienced over and over again and scale, for a limitless number of people, the audience that watches the humiliation. The fact that this is not limited to a space and time, unlike the traditional bullying that occurs in a given space, in cyberbullying there are no safe places or rest times because, with mobile devices and the internet, the pressure on the victim is permanent.

In the theme **(ii) teacher education**, it is stated that teachers recognize the importance of the theme, since bullying and cyberbullying are growing and worrying problems in Portuguese schools. The authors draw attention to the need for training, both at the initial level and of continuing education. Education professionals should be holders of knowledge that allows them to act and intervene in a timely manner, thus avoiding the most serious situations and the most harmful consequences for victims and also have knowledge that enable them to identify behaviours, both of the aggressor and of the victim, so that one can act and reduce cases of bullying and cyberbullying in school context.

The third theme refers to **(iii) intervention programs.** The relevance of projects that alert to the theme of cyberbullying and that aim to minimize its effects are emphasised, and it is necessary that the community is inserted in these projects of awareness and development of a digital citizenship, so that everyone can see it as a common task and not as something extrinsic and limited to a context. To this end, students, teachers, and family should acquire knowledge that allows them to know, understand, and avoid cases of bullying and cyberbullying. Being actors in these types of projects will enable young people to develop social interaction skills that will prevent cases of aggression and, in the case of teachers and parents, develop skills that will enable them to recognize and intervene in cases of bullying and cyberbullying in a timely manner.

In summary, with regard to **the theme (iv) the game**, it is considered that the use of play in an educational context enables the development of critical thinking, cooperative work and problem solving, promoting the development of competencies that allow a healthy relationship with others, so that the game should be a resource in the fight against cyberbullying.

In summary, in the fifth **theme (v) Portuguese context is addressed** the plan designed by the Ministry of Education that aims at raising awareness and prevention of cyberbullying and defining action plans to be taken by schools. The work that is being carried out by the Safe Internet Center stands out, namely activities aimed at raising the awareness of young people (games, workshops, awareness-raising sessions, etc.), teacher training and campaigns aimed at the entire educational community.

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