

# Template for National Report on Bullying and Cyberbullying Policies and Practices

**Partner Country:** Greece

**Partner Organization:** NKUA

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## 1. National Policy on Bullying and Cyberbullying

- *Provide an overview of the official national policies, laws, or regulations related to bullying and cyberbullying in schools.*
  
- **National Law 5029/2023: “We Live Harmoniously Together - Breaking the Silence”: Regulations for the prevention and intervention inf violence and bullying in schools and other provisions.** It is the first time that the parliament from a European Country provides a broad, explicit definition of “school violence and bullying” including cyberbullying. Moreover, a mandatory reporting and response system is being established through a national digital reporting platform, where students of secondary education and parents of students from primary education can report incidents, which are routed to schools and designated personnel. At school level, responsible staff is being appointed to receive, investigate and response to reports. In primary education, this staff consists of the school headmaster and one teacher and in secondary education of the school headmaster and the “School Life Advisor”. At Regional education directorates level, four members including psychologists and social workers function as support teams. Finally, at the central level (Ministry of Education, religious affairs and sports) the oversight and the policy are taking place. Therefore, the National Law creates a system-wide response, considering the multi-level dimension of the phenomenon.
- **Government newspaper 6311/2023. Formation of the scientific committee for the evaluation and development of protocols for handling and addressing incidents of school violence and bullying.** The work of the above Committee is:
  - a) The development, supervision and editing of the digital platform.
  - b) The scientific evaluation and utilization of the reports recorded on the aforementioned platform.
  - c) The drawing of conclusions.
- **d) The drafting of findings and the development of scientific protocols that are followed and facilitate the handling of the relevant cases.**

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- **Government newspaper 2404/2024.** Regulation of issues related to the actions and programs developed to address incidents of school violence and bullying are taking place. The actions and programs aim to:
  - a) The development of training materials for the professional development and training of teachers,
  - b) the systematic information of the school community on relevant issues and good practices and
  - c) the activation and implementation of active intervention policies in the school community for the prevention, treatment and reduction of incidents of school violence and bullying.
- **Government newspaper 2176/2024. Creation and operation of a Special Digital Platform to address school violence and bullying phenomena.**
- **Government newspaper 2177/2024. Responsibilities and duties of responsible report recipients in the school unit and four-member action groups in the Education Directorates for the prevention and intervention on school violence and bullying.**
- *Mention responsible bodies (e.g., Ministry of Education, child protection agencies) and key initiatives.*
  - **Ministry of Education, Religious Affairs and Sports.** It is the main body responsible for designing and implementing national policies and practices, operating the digital school platform and collaborating with regional education authorities.
  - **Institute of Educational Policy.**
  - **Regional Education Directorates.** They function under the Ministry of Education, Religious Affairs and Sports and responsible to intervene especially in serious cases as well as provide support from psychologists and social workers.
  - **School level Structures.** Each school must appoint the headmaster and other teachers to handle the reports on the platform.
  - **Child protection services.** They include several helplines with confidential support service for children, parents, and teachers and the Greek Safer Internet Centre, which organises campaigns on cyberbullying and provide educational resources.
- *Highlight if there is a national action plan or strategy specifically addressing bullying.*

In 2024 the Greek prime-minister formed an eight-member scientific committee to address the rise in violence, bullying and delinquency in Greece. The committee launched a nationwide campaign and policy package 2025-2030. The strategic objectives of the National Strategy are:

- The prevention of violence against children in all its manifestations (domestic, school, community, sports, online, etc.) from the perspective of protecting the rights of children.
- Effectively tackling juvenile delinquency through the effective implementation of child-friendly justice.
- The mobilization of Greek society and the development of inter-ministerial, inter-institutional synergies at local, regional, national and international levels.

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## 2. Platforms for Pupils and Parents to Report Incidents

- Describe any national or regional online platforms, hotlines, or services where pupils, parents, or teachers can report bullying or cyberbullying incidents.
- Indicate if these services are anonymous, confidential, and how they operate (e.g., available 24/7, supported by psychologists).
  - **National Digital Reporting Platform-School level. It was introduced under recent legislation (National Law 5029/2023).** A specially configured digital platform at <https://stop-bullying.gov.gr> is being created and is operating, with the aim of submitting reports on bullying. The reports are either anonymous or named.
  - **SOS 1056 National Helpline for Children.** It operates 24/7, free and has nationwide access. The reports can be either anonymous or named. The organisation immediately intervenes especially on cases with children at risk and provides psychological and social support.
  - **Greek Safer Internet Centre.** A national initiative supported by the EU that provides also counselling and implements awareness and education programs.

## 3. School-Level Policies and Measures

- Explain the general policy framework or guidelines schools are expected to follow regarding bullying prevention and intervention.
- Mention whether schools are required to have their own anti-bullying protocols, teams, or action plans.
- Provide examples of recommended or mandatory school-level activities.
  - **Appointment of the headteacher and one teacher to act as responsible report recipient.** They are asked to initially verify whether the report that has been submitted and has come to the attention of the school unit is bullying. If the incident described in the report does not constitute school violence and bullying, then the responsible report recipients select the field entitled "outside the platform's competence", adequately justifying this choice and the submitted report is not examined. Otherwise, if it is determined as bullying the field entitled "within the platform's competence" is selected. Then, the validity or otherwise of the report is checked and the responsible recipients of reports select the field titled "Unfounded" if the report is assessed as unsupported or incomprehensible or unproven, justifying this choice and the report is not examined further. On the contrary, if it is determined that the report under examination is valid, then they select the field titled "Valid" and then successively record on the digital platform all the individual actions that the school unit takes to investigate it, that is, the procedure that was gradually followed to examine the content of the report and the way it was handled, while finally the pedagogical treatment that both the student who faced bullying and the person who perpetrated him/her are recorded.

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- **Action Plans.** The Action Plans for bullying in Greece are a key tool that schools are required to implement within the framework of national policy (especially after Law 5029/2023). It is not a single document for all schools, but rather structured interventions at the school level, with common guidelines from the Ministry of Education, Religious Affairs and Sports.
- **Establishment of a School Life Advisor in each Secondary Education school unit (2019).** The Advisor intervenes, guides and informs students, parents and guardians on pedagogical issues in areas of concern to the school unit, such as crisis management and prevention.
- **Design of the "Friendship" Program to address school violence and school bullying by the Ministry of Education, Religious Affairs and Sports.** Skills Workshops started being implemented in Mandatory Education for the cultivation of soft skills, life skills and technology and science skills with the specific objectives of strengthening mediation and responsibility, as well as digital learning, technology and programming thinking, and the aim of shaping students into free and responsible citizens.
- **Development of a new Curriculum "Active Citizenship Actions" for all levels of education (2024).** It is implemented mainly through teamwork activities and project-based learning and is strongly connected to the prevention of school bullying.
- **Establishing in 2024 an obligation for each Primary and Secondary Education School Unit to have an approved internal operating regulation.** It includes provisions for student behavior and the prevention of intraschool violence and bullying.

#### 4. Teacher Training and Capacity Building

- *Describe any national or regional teacher training programs or workshops organized by the Ministry of Education or other agencies on bullying, cyberbullying, or life skills.*
- *Indicate if there are compulsory training hours, e-learning platforms, or certification schemes for teachers on this topic.*

In the context of implementing the national strategy of the Ministry of Education, Religious Affairs and Sports to combat school violence and bullying, a **Programmatic Agreement** was signed on September 26, 2024 between the Institute of Educational Policy (IEP) and the National and Kapodistrian University of Athens (NKUA) (Professor Thomas Babalis and Associate Professor Konstantina Tsoli) for the planning and implementation of actions and programs for the prevention and treatment of intra-school violence and bullying in Primary and Secondary Education schools and Laboratory Centers (LCs). In this context, the following actions were carried out in 2024-2025 and are still ongoing:

- Development of educational material on school violence and bullying lasting 14 hours (7 hours of synchronous and 7 hours of asynchronous education) with recipients the responsible recipients of bullying.

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- Training of 24,000 teachers with the aim of professional development of members of the educational community in issues of prevention, identification and response to school violence and bullying.
- Development of educational material on school violence and bullying lasting 48 hours of asynchronous education with recipients of 120,000 teachers and allied professionals.

The recipients receive a certification upon successful completion of the training.

## 5. Relevant Publications, Reports, and Research

- *List key national publications, research papers, or evaluation reports related to bullying, cyberbullying, or life skills development in schools.*
  - ✓ Artinopoulou, V. & Michael, I. (Edit.) (2014). *EAN Strategy Position Paper*. European Anti-Bullying Network.
  - ✓ Artinopoulou, V., Babalis, Th., Tsoli, K., & Nikolopoulos, V. (2023). *School bullying: theory, research and practices*. Diadrassi.
  - ✓ Babalis, Th., & Tsoli, K. (2017). *Classroom Life: Shaping the Learning Environment, Classroom Management Strategies and Teaching Techniques*. Nova Publishers.
  - ✓ Georgiou, S.N., & Stavrinides, P. (2013). Parenting at home and bullying at school. *Social Psychology of Education*, 16, 165-179. <https://doi.org/10.1007/s11218-012-9209-z>
  - ✓ Tsaousis, I. (2016). The relationship of self-esteem to bullying perpetration and peer victimization among schoolchildren and adolescents: A meta-analytic review. *Aggression and Violent Behavior*, 31, 186–199. <https://doi.org/10.1016/j.avb.2016.09.005>
  - ✓ Tsiboukli, A. (2012). *Educational material – Thematic unit: Group dynamics and communication in adult education*. INE/GSEE.
  - ✓ Tsoli, K., & Babalis, Th. (2023). *Life skills: theory and applications for teachers and parents*. Diadrassi.
- *Provide references, links, or DOIs if available.*
  - ✓ <https://www.hamogelo.gr/>
  - ✓ <https://maziatiopaidi.gr/>
  - ✓ <https://www.kmop.gr/el/>
  - ✓ [stop-bullying.gov.gr](https://stop-bullying.gov.gr)
  - ✓ <https://www.unicef.org/greece/%CF%83%CF%8D%CE%BC%CE%B2%CE%B1%CF%83%CE%B7-%CE%B4%CE%B9%CE%BA%CE%B1%CE%B9%CF%8E%CE%BC%CE%B1%CF%84%CE%B1-%CF%80%CE%B1%CE%B9%CE%B4%CE%B9%CE%BF%CF%8D>

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## 6. Additional Comments or Observations

- *Share any additional relevant information, challenges, best practices, or innovations from your country that could enrich the project's comparative understanding.*

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### Annexes (if applicable):

- *Please attach or link to any official documents, reports, or resources you refer to in the sections above.*

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**Length suggestion:** 2–3 pages.

**Deadline for submission:** Mid-September 2025.

### [Sheet Title]

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