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The measures of public security organs against campus cyberbullying

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Abstract

With the widespread adoption of the internet and mobile communication via smartphones, campus cyberbullying has emerged as a new form of bullying in schools. In the system aimed at preventing and combating campus cyberbullying in China, public security organs are the main force, serving as crucial institutions for managing and preventing such incidents. Based on this, the paper adopts the perspective of public security organs, concentrating on the current status, characteristics, and pertinent legal provisions concerning campus cyberbullying. It delves into the strategies employed by public security organs in addressing campus cyberbullying, providing a systematic and comprehensive exposition on aspects such as legal application, mechanism establishment, as well as the prevention and control systems. The aim is to refine the mechanism of public security organs in handling campus cyberbullying.

Keywords

campus cyberbullying, public security organs, measures

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Оригинальная статья

Меры органов общественной безопасности по борьбе с кибербуллингом в образовательных учреждениях

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Аннотация

С повсеместным распространением интернета и мобильной связи при использовании смартфонов кибербуллинг (форма насилия, преследования или запугивания посредством интернета) превратился в новую форму издевательств, нередко встречающуюся в современной образовательной среде. В Китае основными полномочиями по предотвращению кибербуллинга

и противодействию такого рода травли обладают органы общественной безопасности, которые играют ключевую роль в управлении и предупреждении подобных инцидентов. В данной статье анализируется нынешний статус органов общественной безопасности, перспективные направления их развития, особенности реализации деятельности, а также соответствующие правовые нормы в отношении кибербуллинга в образовательных учреждениях. Авторы рассматривают стратегии, применяемые органами общественной безопасности в процессе борьбы с кибербуллингом в образовательных учреждениях, системно и всесторонне раскрывая такие аспекты, как применение законодательства, создание механизмов защиты и систем профилактики и контроля. Цель – усовершенствовать деятельность органов общественной безопасности по борьбе с кибербуллингом в образовательных учреждениях.

Ключевые слова

кибербуллинг в образовательных учреждениях, органы общественной безопасности, меры

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Introduction

Currently, the Internet has seeped into virtually every nook and cranny of our lives, reshaping the very fabric of society and molding the minds of individuals. By December 2023, China boasted a staggering 1.092 billion Internet users, showcasing a formidable penetration rate of 77.5 %. Practically all of these internet users, a whopping 99.9 %, tapped into the online world through their trusty mobile devices¹. As adolescents increasingly flock to the digital realm for both educational pursuits and social mingling, a troubling trend has emerged: the insidious spread of campus cyberbullying. This modern-day scourge, an eerie echo of traditional schoolyard bullying, has seamlessly migrated into the virtual sphere, wreaking havoc on the mental and emotional well-being of our youth.

1. Analysis of the Campus Cyberbullying Concept

1.1. Concept

According to "Law of the People's Republic of China on the Protection of Minors", the term "bullying" is defined as follows: It refers to deliberate or malicious actions occurring among students, where one party intentionally or maliciously inflicts oppression or insult upon another through physical, verbal, or online means, resulting in physical injury, property loss, or psychological harm to the victim. This statement makes it clear that bullying methods encompass not only physical and verbal means but also online methods. It emphasizes that actual harm includes not only physical and material aspects but also psychological ones (Li, 2023).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) categorizes cyberbullying within the concept of school violence. School violence encompasses any form of violence experienced by students within or around school premises, perpetrated by other students, teachers, or school staff. This includes both bullying and cyberbullying. The United Nations Educational, Scientific and Cultural Organization specifies that cyberbullying is a form of psychological or sexual harassment that occurs online. Examples of cyberbullying include posting or sending messages, images, or videos through various media and social media platforms with the intention to harass, threaten, or target others. Additionally, cyberbullying may involve spreading rumors, disseminating false information,

¹ The 53rd Statistical Report on Internet Development in China (2024). *China Internet Network Information Center*. <https://www.cnnic.net.cn/n4/2024/0322/c88-10964.html>

sharing harmful messages, embarrassing comments or photos, or excluding someone from online networks or other forms of communication².

1.2. The Similarities and Differences between Campus Cyberbullying and Traditional School Bullying

Campus cyberbullying and traditional school bullying are nuanced phenomena with both overlapping features and distinct characteristics. Understanding these differences is crucial for devising effective intervention strategies and support mechanisms. Firstly, in terms of definition, while both phenomena encompass harmful behaviors within educational settings, campus cyberbullying specifically involves the use of digital platforms, marking a departure from traditional forms of bullying. This digital dimension opens avenues for anonymity, amplification, and perpetuation of harm in ways not previously possible.

Secondly, the mode of expression diverges significantly: campus cyberbullying primarily relies on non-physical means, leveraging the anonymity and reach of online spaces to disseminate hurtful messages, images, or videos. In contrast, traditional school bullying encompasses a broader range of behaviors, including physical aggression, verbal abuse, social exclusion, and coercion, often occurring in face-to-face interactions.

Thirdly, the scope of impact differs: while traditional school bullying tends to be localized within physical school premises, campus cyberbullying transcends geographical boundaries, extending into students' homes and personal spaces via digital devices. This pervasive nature amplifies its reach and potential harm, making it challenging to escape.

Fourthly, the duration and frequency of incidents vary: campus cyberbullying incidents can unfold rapidly and persistently, with harmful content circulating widely and indefinitely online. In contrast, traditional school bullying may occur intermittently but can also persist over prolonged periods, especially if unchecked by school authorities.

Lastly, the resulting harm manifests diversely: victims of campus cyberbullying often endure profound psychological distress, including anxiety, depression, and feelings of isolation, exacerbated by the relentless nature of online harassment. In contrast, traditional school bullying may inflict both psychological and physical harm, ranging from emotional trauma to bodily injury, depending on the severity of the incidents. Recognizing these nuances is essential for educators, parents, and policymakers to develop comprehensive strategies that address the multifaceted challenges posed by both forms of bullying.

2. The Current Situation and Characteristics of Campus Cyberbullying

2.1. The Basic Situation

From a sociological standpoint, campus cyberbullying falls under the category of deviant and dysfunctional social issues (Rui, 2018).

According to data compiled by the United Nations Educational, Scientific and Cultural Organization, bullying stands out as a pervasive form of school violence, impacting a significant proportion of young individuals worldwide. Statistics reveal that approximately one in every three young people falls victim to bullying at some point during their school years.³

According to findings from the "Global School-based Student Health Survey", conducted by the World Health Organization, a concerning 16% of school-aged children reported being victims of

² About School Violence and Bullying, You Need to Know These Things (2020). *United Nations Educational, Scientific and Cultural Organization*. <https://www.unesco.org/zh/articles/guanyuxiaoyuanbaoliheqilingnixuyaozhidaozhexieshi>

³ A Tool on Whose Terms (2023). *United Nations Educational, Scientific and Cultural Organization. Technology in Education*. <https://unesdoc.unesco.org/ark:/48223/pf0000385723/PDF/385723eng.pdf.multi>

cyberbullying in the year 2022. This extensive study drew upon surveys administered to students in 44 countries and regions across the globe, including Canada, various European nations, and parts of Central Asia. The survey data uncovered notable shifts in cyberbullying trends compared to the previous survey conducted in 2018. Specifically, the proportion of boys experiencing cyberbullying rose from 12 % to 15 %, while for girls, the prevalence increased from 13 % to 16 %.

In the landscape of adolescent cyberbullying prevalence, certain countries emerge as prominent examples, offering insights into regional variations and societal factors at play. Among these nations, Lithuania, the United Kingdom, Latvia, and Denmark stand out as focal points for cyberbullying incidents among adolescents. Their high rankings underscore the prevalence and severity of this phenomenon within their respective populations. Conversely, Spain presents a contrasting picture, consistently maintaining a relatively low level of adolescent cyberbullying. Notably, Spain's position as one of the European Union countries with the lowest proportion of cyberbullying victims reflects unique cultural, social, and educational dynamics that contribute to a safer online environment for adolescents.

The findings from the UK Anti-Bullying Alliance's survey in 2023 shed light on the prevalence and evolving nature of bullying among adolescents in England. The data revealed that a significant portion, nearly one-quarter (23 %), of adolescents reported experiencing bullying at some point. This statistic underscores the pervasive nature of bullying within the school environment and its impact on the lives of young people across the country. Moreover, the survey highlighted the emergence of cyberbullying as a concerning trend in the UK. Specifically, cyberbullying conducted through various digital platforms such as text messaging, social media platforms, and online gaming has gained traction as a new and insidious form of harassment.

According to survey findings released by the Italian Ministry of Education spanning the years 2022 to 2023, which involved a comprehensive study encompassing 185,000 secondary school students nationwide, alarming statistics have emerged regarding the prevalence of bullying among Italian adolescents. Over a quarter of Italian secondary school students reported being victims of bullying during this period. This data signifies a troubling increase compared to the preceding years of 2020 to 2021, suggesting a concerning trend in the landscape of adolescent harassment and intimidation. Furthermore, over the past four years, Italian public security organs have been inundated with reports of cyberbullying incidents, with a total of 1493 cases documented. These incidents have ranged in severity, with many deemed as serious offenses.

In recent years, the landscape of cyberbullying in the United States has become increasingly worrisome, reflecting a concerning trend of digital harassment and intimidation among American adolescents. Pertinent statistics underscore the severity of this issue, revealing a significant surge in the rate of cyberbullying victimization, soaring from 10 % to a staggering 60 %. A comprehensive survey conducted by the Pew Research Center in 2022, targeting American teenagers aged 13 to 17, shed light on the pervasive nature of cyberbullying in contemporary society. Alarming, over half (53 %) of the surveyed teenagers identified cyberbullying as the primary concern affecting their age group, highlighting the pervasive influence of online harassment on the mental and emotional well-being of American youth. Furthermore, the survey unveiled distressing findings, indicating that nearly half of American teenagers have encountered cyberbullying in real life. Among the respondents, a significant 46 % reported experiencing at least one form of cyberbullying, while a staggering 28 % disclosed facing multiple types of cyberbullying, underscoring the multifaceted nature of this digital menace.

Additionally, data reveals that across various countries and regions globally, there is a discernible pattern in the age at which adolescents are most susceptible to experiencing cyberbullying. Typically, for boys, the incidence of cyberbullying peaks around the age of 11, while for girls, it tends to peak slightly later, around the age of 13 (Wang, 2024).

In China, an in-depth examination of data from the China Education Panel Survey (CEPS) undertaken by the National Survey Research Center (NSRC) of Renmin University of China underscores the emergence of cyberbullying as a distinct form of school violence, with its prevalence escalating to a concerning rate of 14.5 % (Wang, Lin, & Hu, 2021). Among middle school students, the survey reveals that 10.6 % have encountered ridicule or hurtful remarks from classmates through mobile phone communications, while 8.3 % have been subjected to insults or bullying via online platforms. Additionally, 6 % of students report instances where their personal privacy was violated by classmates in the online sphere (Wang, 2016).

2.2. The Main Characteristics of Campus Cyberbullying

2.2.1. Anonymity

The anonymity afforded by online platforms serves as a protective barrier for perpetrators, allowing them to target victims without revealing their identities. This veil of anonymity adds a layer of complexity to the task of identifying wrongdoers, presenting victims with significant hurdles in seeking legal redress. As perpetrators can operate under pseudonyms or anonymously, tracing their digital footprints becomes a formidable task, impeding the ability to hold them accountable for their actions within the legal framework effectively.

2.2.2. Virality

Owing to the intrinsic nature of the internet, bullying content possesses the capability to rapidly and extensively proliferate. Once unleashed, such content has the potential to reach myriad individuals – be it thousands, tens of thousands, or even more—within a brief timeframe. This rapid dissemination amplifies the harm inflicted on the victim, exacerbating their distress and trauma. Moreover, it often complicates endeavors to entirely eradicate the content from online platforms, as even after removal, remnants may linger in caches, archives, or be reshared by others, perpetuating the victim's ordeal and prolonging their ordeal.

2.2.3. Persistence

Cyberbullying's severity often surpasses that of face-to-face bullying due to its persistent and insidious nature. Unlike traditional bullying, where victims may find solace by physically avoiding their aggressors, cyberbullying penetrates every aspect of a victim's life, extending beyond physical boundaries. This relentless onslaught of intimidation leaves victims feeling trapped, unable to escape the torment regardless of their location or circumstances. Consequently, the psychological toll inflicted by cyberbullying can be profound and enduring. Victims may experience heightened levels of anxiety, depression, and diminished self-worth as they grapple with the constant barrage of online harassment. The inability to find reprieve from cyberbullying intensifies the psychological burden, leading to long-term consequences that impact the victim's mental well-being and overall quality of life.

2.2.4. Concealment

The global reach of the internet and the complexities of modern technology present formidable obstacles in tracing the origins of cyberbullying and unmasking the perpetrators. Unlike traditional forms of bullying that occur within a localized context, cyberbullying transcends geographical boundaries and operates within a vast digital landscape. The anonymous nature of online platforms provides perpetrators with a cloak of invisibility, making it challenging to track down the source of malicious activities. Moreover, the dynamic nature of cyberspace allows perpetrators to conceal their identities through various means, such as using fake accounts or employing sophisticated hacking techniques. As a result, the process of identifying and holding cyberbullies accountable

becomes increasingly intricate and time-consuming. Public security organs and online platforms face an uphill battle in their efforts to prevent and penalize cyberbullying behaviors effectively. Victims of cyberbullying often find themselves caught in a web of anonymity and technical complexities, which can exacerbate their feelings of helplessness and despair. Without clear avenues for recourse or justice, victims may struggle to find closure and resolution, further perpetuating the cycle of cyberbullying and its detrimental effects on individuals and communities.

2.2.5. Harmfulness

While cyberbullying predominantly involves verbal assaults and the dissemination of harmful images, its psychological toll on victims can be as profound as, if not more severe than, traditional face-to-face bullying. The virtual nature of cyberbullying allows perpetrators to target victims relentlessly, often without any direct physical contact, exacerbating the emotional distress experienced by those on the receiving end. Victims of cyberbullying may endure intense feelings of humiliation, fear, and isolation as hurtful messages and malicious content proliferate across online platforms. The pervasive nature of digital communication means that victims can be subjected to harassment at any time, even within the supposed safety of their own homes. This constant exposure to hostility and negativity can erode self-esteem and exacerbate feelings of helplessness and despair. In some cases, the psychological trauma inflicted by cyberbullying can be so severe that it leads to debilitating mental health issues. Victims may experience symptoms of depression, anxiety, and post-traumatic stress disorder (PTSD), impacting their ability to function in daily life and maintain healthy relationships. Tragically, cyberbullying-related distress has been linked to suicidal ideation and suicide attempts among vulnerable individuals, highlighting the urgent need for effective prevention and intervention strategies.

2.2.6. Diversity

Campus cyberbullying encompasses a myriad of forms, ranging from malicious comments and humiliating images to online rumors and cyber extortion. The versatility of digital platforms enables perpetrators to deploy an array of tactics to harass, intimidate, and humiliate their targets, amplifying the psychological and emotional distress experienced by victims. Malicious comments and hurtful remarks can undermine a victim's self-esteem and sense of belonging, fostering feelings of isolation and inadequacy. Humiliating images and videos, often circulated without consent, can tarnish a victim's reputation and subject them to public ridicule and shame. Online rumors and gossip, fueled by anonymity and rapid dissemination, can distort perceptions and damage social relationships, leading to social ostracization and exclusion. Additionally, cyber extortion tactics, such as threats of exposing personal information or private photos, can coerce victims into compliance, perpetuating a cycle of fear and manipulation. The multifaceted nature of campus cyberbullying underscores its complexity and the urgent need for comprehensive prevention and intervention strategies to address this pervasive issue.

3. The Legal Provisions in China regarding Campus Cyberbullying

Currently, the Chinese government is continuously refining laws, regulations, and normative documents concerning campus cyberbullying. The "Notice on Conducting Special Governance of Campus Bullying," issued by the State Council Education Steering Committee in April 2016, marked the first national-level policy addressing "campus bullying", signaling China's determination to combat such behavior and carrying symbolic values. Additionally, China's "Law of the People's Republic of China on the Protection of Minors", "Law of the People's Republic of China on Prevention of Juvenile Delinquency", "The Cybersecurity Law of the People's Republic of China", and "Regulation

on the Protection of Minors in Cyberspace" have been successively enacted, providing specific legal frameworks for addressing campus cyberbullying and ensuring there are legal grounds for its governance.

3.1. Make it Clear that Campus Cyberbullying is Illegal

According to the Cybersecurity Law of the People's Republic of China, all individuals and organizations using the internet must comply with the constitution and laws, maintain public order, respect social morality, and are prohibited from disseminating violence or engaging in activities that infringe upon the reputation, privacy, and other lawful rights and interests of others.

Article 77 of the Law of the People's Republic of China on the Protection of Minors stipulates that no organization or individual shall engage in cyberbullying against minors. This includes insults, defamation, threats, or malicious damage to their image, in any form such as text, images, audio, or video, via the internet.

3.2. Clarify the Measures for Dealing with and Intervening in Campus Cyberbullying Incidents

According to Article 58 of the Regulation on the Protection of Minors in Cyberspace, individuals who infringe upon the lawful rights and interests of minors, causing harm, shall bear civil liability as per the law. If their actions constitute a violation of public security management, they shall face legal penalties. In cases where it constitutes a crime, they shall be prosecuted accordingly.

Furthermore, Article 77 of the Law of the People's Republic of China on the Protection of Minors empowers minors who are victims of cyberbullying, along with their parents or guardians, to inform network service providers to take actions such as deletion, blocking, or disconnecting links. Upon receipt of such notifications, network service providers are obligated to promptly take necessary measures to halt cyberbullying activities and prevent the dissemination of harmful information.

3.3. Establish a Clear Mechanism for Preventing and Controlling Campus Cyberbullying

According to Article 20 of the Law of the People's Republic of China on Prevention of Juvenile Delinquency, education administrative departments are required to collaborate with relevant authorities to establish a system for preventing and controlling student bullying. Schools should enhance daily safety management, refine procedures for identifying and addressing instances of student bullying, and diligently identify and promptly mitigate any potential risks that could lead to such behavior.

Article 26 of the Regulation on the Protection of Minors in Cyberspace specifies that network product and service providers shall establish and improve mechanisms for early warning, prevention, identification, monitoring, and handling of cyberbullying behaviors. They should also provide convenient functions and channels for minors and their guardians to save records of cyberbullying incidents, exercise their notification rights, and facilitate options for minors to block strangers, limit the visibility of their own posted information, prohibit reposting or commenting on their posted information, and prohibit sending messages to them.

Network product and service providers should establish and improve databases of cyberbullying information characteristics, optimize relevant algorithm models, and strengthen the identification and monitoring of cyberbullying information through a combination of artificial intelligence, big data, and manual review methods.

4. The Measures of Public Security Organs for Addressing Campus Cyberbullying

4.1. The Statutory Duties of Public Security Organs in Responding to Campus Cyberbullying

Addressing campus cyberbullying is a multifaceted, long-term endeavor that demands collaboration across society and various government departments. Among these, public security organs stand

as pivotal actors in comprehensive governance. They are tasked with proactively and effectively fulfilling their legal obligations to enhance the prevention and management of campus cyberbullying. Indeed, addressing campus cyberbullying stands as one of their mandated responsibilities.

4.1.1. Preventive Duties

Under Article 6 of the Law of the People's Republic of China on People's Police, police officers are mandated to "prevent, halt, and investigate illegal criminal activities," constituting a fundamental function of public security organs. Specifically regarding the prevention of campus cyberbullying incidents, public security authorities bear the following key responsibilities:

1. Formulating prevention plans: In line with Article 5 of the Law of the People's Republic of China on Prevention of Juvenile Delinquency, public security organs, in collaboration with relevant departments, are tasked with conducting juvenile delinquency prevention and devising prevention plans under the guidance of government authorities at all levels (Chen, 2022).

2. Establishing specialized institutions and personnel: As stipulated by Article 7 of the Law of the People's Republic of China on Prevention of Juvenile Delinquency, public security organs, procuratorates, courts, and judicial administrative bodies should appoint specialized institutions or personnel who have undergone professional training and possess knowledge of the physical and mental characteristics of minors to oversee the prevention of juvenile delinquency.

3. Cultivating a supportive social milieu: Article 4 of the Law of the People's Republic of China on Prevention of Juvenile Delinquency mandates that governmental bodies, community organizations, social groups, businesses, educational institutions, residential committees, village councils, schools, and families each fulfill their roles, cooperate effectively, and collectively undertake measures to prevent juvenile delinquency. They should promptly address various negative influences contributing to juvenile delinquency and foster an environment conducive to the holistic development of minors.

4. Safeguarding the cyber domain: As per Article 64 of the Law of the People's Republic of China on the Protection of Minors, the state, society, educational institutions, and families are urged to enhance efforts in promoting minors' digital literacy, nurturing their responsible online behavior, and ensuring their lawful rights and interests in the digital realm. This includes disseminating relevant educational campaigns, empowering minors to navigate the online world safely and responsibly, and combating cyberbullying effectively.

4.1.2. Disciplinary Duties

Most instances of campus cyberbullying involve minor misconduct, typically addressed by schools through criticism and education of the offending students. However, in cases of more severe misconduct, intervention by public security organs is necessary. Failure to appropriately penalize instances of campus cyberbullying undermines the protection of victims' rights. While perpetrators of campus cyberbullying are often minors and the victims are likewise students, failing to impose legal penalties within the prescribed scope of punishment may reduce the deterrent effect, hindering efforts to prevent and address instances of campus cyberbullying. Therefore, when addressing incidents of campus cyberbullying, public security organs must, based on the facts, lawfully decide whether to impose corresponding penalties on offending minors. Leniency toward such illegal behavior, without imposing appropriate penalties within the legal framework, may jeopardize the legitimate rights and interests of the victims.

According to Article 11 of the Law of the People's Republic of China on the Protection of Minors, any organization or individual that discovers circumstances detrimental to the physical and mental health of minors or infringing upon their legitimate rights and interests has the right to dissuade, stop, or report such situations to relevant authorities such as public security, civil affairs, and education

departments. Articles 118 and 119 of the Law of the People's Republic of China on the Protection of Minors, Article 61 of the Law of the People's Republic of China on Prevention of Juvenile Delinquency, and Article 49 of the Law of the People's Republic of China on the Promotion of Family Education stipulate that in cases of serious infringement upon the legitimate rights and interests of minors, public security organs have the right to give warnings and may order them to receive family education guidance. Furthermore, Articles 119 and 62 of the Law of the People's Republic of China on the Protection of Minors and Law of the People's Republic of China on Prevention of Juvenile Delinquency respectively state that if minors engage in bullying, public security agencies have the authority to order rectification according to law. If such actions constitute a criminal offense, depending on the severity and consequences of the violation, they may be subject to administrative penalties under public security management or prosecuted according to criminal procedure.

4.1.3. Promotion and Education Duties

Publicizing information is a vital aspect of public security work. It helps in promptly resolving conflicts, managing public opinion risks, and improving public relations. The responsibilities in this regard primarily include:

Firstly, conducting regular cybersecurity promotion and education. According to Article 19 of the Cybersecurity Law of the People's Republic of China, governments at all levels and their relevant departments are required to organize regular cybersecurity promotion and education activities. They should also guide and supervise relevant units to effectively carry out cybersecurity promotion and education. Additionally, Article 115 of the Law of the People's Republic of China on the Protection of Minors highlights the obligation of public security organs, procuratorates, courts, and judicial administrative departments to conduct legal publicity and education tailored to minors' circumstances and case characteristics.

Secondly, timely reporting and information dissemination regarding significant campus cyberbullying cases. According to Article 11 of the Law of the People's Republic of China on the Protection of Minors, relevant departments must promptly accept and handle reports, accusations, or notifications involving minors in compliance with the law. Subsequently, they are required to inform relevant units and individuals about the outcomes of such handling procedures through suitable means. Particularly for substantial cases, public security agencies bear the responsibility of promptly and dynamically releasing information to address public concerns, thereby effectively preventing the dissemination of misinformation.

4.1.4. Information Collection and Analysis Duties

Campus cyberbullying presents a significant challenge due to its inherent concealment, making the task of gathering and analyzing information particularly complex. As the primary responders to reported incidents, public security organs must shoulder the responsibility of collecting and analyzing data related to these cases. This supports decision-making, policy evaluation, and social governance efforts aimed at combating campus cyberbullying. The process of information collection and analysis serves several crucial objectives:

Firstly, it enables an understanding of the overall landscape of campus cyberbullying. Relevant information helps governmental bodies comprehend the quantity, characteristics, and distribution of cyberbullying incidents, allowing for targeted management initiatives.

Secondly, it facilitates analysis and early warning mechanisms. Through data mining and analysis of incident reports, schools, local authorities, and internet management agencies can bolster their risk prevention and control measures concerning cyberbullying. This helps in promptly identifying and addressing social issues and risks.

Thirdly, it supports scientific research. Building upon comprehensive and accurate incident data, close collaboration across various sectors of society and multidimensional data analysis can aid in research on campus cyberbullying. Such endeavors uncover underlying patterns behind deviant behavior, facilitate the strategic allocation of public resources, mitigate risks associated with public opinion, address management blind spots, and provide a robust theoretical foundation for decision-making.

4.2. Public Security Measures in Addressing Campus Cyberbullying

In the contemporary landscape dominated by pervasive digital connectivity and rapid technological advancements, the proliferation of cyberbullying has emerged as a formidable challenge, casting a shadow over educational settings worldwide. Within this dynamic milieu, public security organs assume a critical stance as the vanguard of societal order, tasked with safeguarding the well-being and safety of citizens, particularly within the vulnerable sphere of educational institutions. In light of the complex interplay between technology, human behavior, and institutional dynamics, public security organs are compelled to adopt an expansive and nuanced approach to combatting the multifaceted issue of campus cyberbullying. Such an approach demands not only heightened vigilance and responsiveness but also a deep understanding of the underlying dynamics driving cyberbullying behaviors and their ramifications on individual and collective well-being. Thus, by leveraging a comprehensive array of strategies encompassing prevention, intervention, enforcement, and collaboration with stakeholders across sectors, public security organs can fulfill their mandate of ensuring a safe and nurturing educational environment conducive to the holistic development of students.

4.2.1. Establish a Standardized and Efficient Reporting System for Campus Cyberbullying Incidents

Incident reporting stands as the pivotal gateway in the realm of case management, providing the initial interface for addressing a diverse array of incidents. Specifically, when it comes to the intricate landscape of campus cyberbullying, the act of reporting incidents assumes paramount importance. It serves as the linchpin for precisely delineating the nuances of each case, thereby facilitating the initiation of legal inquiries and enabling the conduct of comprehensive statistical analyses. By diligently capturing and documenting instances of cyberbullying within educational settings, authorities can gain invaluable insights into the prevalence, patterns, and trends associated with such behavior. This, in turn, empowers stakeholders to devise targeted interventions, craft evidence-based policies, and implement proactive measures aimed at curbing the scourge of cyberbullying and fostering a culture of digital safety and respect within educational communities.

First and foremost, ensuring the accurate reporting of incidents related to campus cyberbullying is paramount for effectively addressing this pervasive issue. Each reported instance must undergo meticulous registration, ensuring that no detail is overlooked. This meticulous approach is essential in capturing the full scope and impact of cyberbullying incidents, allowing for appropriate interventions and support mechanisms to be implemented. For cases deemed minor and straightforward, falling outside the purview of public security organs, it is incumbent upon authorities to redirect the reporting party to the appropriate educational institution or relevant education authorities. By doing so, these institutions can take proactive measures to address the issue internally, such as providing counseling or disciplinary actions as needed. This collaborative approach ensures that incidents are addressed swiftly and comprehensively, fostering a safer and more supportive learning environment for all students. Cases entailing administrative transgressions should undergo scrutiny through the lens of administrative procedures, ensuring that appropriate disciplinary actions are taken in accordance with established protocols. These measures help maintain accountability and uphold

standards of conduct within educational institutions, sending a clear message that cyberbullying will not be tolerated. Furthermore, cases suspected of criminal conduct necessitate thorough investigation and categorization as criminal cases. Public security organs must employ specialized techniques and resources to gather evidence and pursue legal action against perpetrators. This not only holds individuals accountable for their actions but also serves as a deterrent to others, emphasizing the serious consequences of engaging in cyberbullying behavior.

Secondly, the establishment of an efficient reporting platform is indispensable in empowering individuals to come forward with their experiences and concerns. This entails the creation of a user-friendly online reporting mechanism tailored specifically to address instances of cyberbullying within educational settings. Such a platform should offer functionalities such as anonymous reporting and consultation services, thereby providing victims with the option to disclose their experiences confidentially and seek guidance on how to address the situation. Moreover, stringent measures must be implemented to safeguard the confidentiality and security of reported information, thereby fostering an environment conducive to candid and uninhibited disclosure, particularly among underage victims grappling with the complexities of cyberbullying. By prioritizing privacy and anonymity, individuals are more likely to feel comfortable reporting incidents and accessing the support they need to cope with the emotional and psychological impacts of cyberbullying.

4.2.2. Establish a Sound System for Protecting Minors

Establishing a robust framework for protecting minors is indispensable in the ongoing efforts to effectively combat campus cyberbullying.

Firstly, public security organs should establish specialized agencies. In October 2022, the Ministry of Public Security issued guidelines on enhancing the protection of minors and crime prevention, offering direction for public security organs at all levels to improve their approach to safeguarding minors. In areas with a significant minor population and notable illegal activities, dedicated agencies can be established within grassroots public security organs to handle cases involving minors and engage in educational correction efforts, thereby raising the standard of minor protection and addressing campus cyberbullying (Zhang, 2023).

Secondly, there should be a concerted effort to enhance professional training initiatives aimed at equipping public security officers with the specialized skills and knowledge necessary to effectively address campus cyberbullying cases. This entails selecting officers who demonstrate proficiency in minor protection laws and regulations, possess a deep understanding of the psychological and physical characteristics of minors, and have relevant expertise in network technology and digital forensics. To achieve this, comprehensive training programs should be developed and implemented to provide officers with the necessary tools and resources to navigate the complexities of cyberbullying cases. These programs should cover a range of topics, including the identification and investigation of cyberbullying incidents, the collection and preservation of digital evidence, and the legal frameworks governing online harassment and intimidation. Moreover, ongoing training and professional development opportunities should be made available to officers involved in handling campus cyberbullying cases. This includes regular workshops, seminars, and skill-building exercises designed to refine their expertise and keep them abreast of emerging trends and technologies in the field of cybercrime. Furthermore, fostering communication and coordination between public security organs and relevant stakeholders is essential for ensuring a comprehensive and effective response to campus cyberbullying cases. This includes establishing channels for collaboration with departments such as the education commission, procuratorate, and court to ensure a thorough understanding of the principles and procedures for addressing cyberbullying incidents within educational settings. By prioritizing professional training and fostering collaboration between public security organs and

other stakeholders, we can enhance our collective capacity to respond to campus cyberbullying cases effectively, protect minors from harm, and promote a safer and more supportive learning environment for all students.

4.2.3. Strengthen Legal Education and Promotion

Campus cyberbullying often stems from a lack of legal awareness among students, coupled with a disregard for others' rights and a diminished sense of the value of life. Additionally, negative social influences further exacerbate this behavior. Therefore, prioritizing legal education is essential to address this issue effectively.

Firstly, public security organs should implement comprehensive legal education programs in schools, targeting students, faculty, and parents alike to enhance their understanding of relevant laws and regulations. These programs should be tailored to address the specific challenges and dynamics of cyberbullying, emphasizing the legal consequences of such behavior and the importance of respecting others' rights and dignity. Specialized education initiatives should also be directed towards specific individuals who may be at higher risk of engaging in cyberbullying or becoming victims themselves. Furthermore, support services should be readily available to students who have been bullied, empowering them with the knowledge and resources needed to protect themselves and seek assistance. This includes providing information on self-protection strategies and avenues for reporting incidents of cyberbullying to appropriate authorities. To facilitate these efforts, experienced police officers could be appointed as deputy principals for legal affairs in schools, fostering collaboration between educational institutions and families to create a safe online environment for children.

Secondly, innovative methods of disseminating legal education should be employed, taking into account the digital nature of cyberbullying. Utilizing popular online platforms such as TikTok, RED, and WeChat, a new model for combating cyberbullying should be developed, incorporating internet, mobile, video, and social media elements. By harnessing the power of these diverse and dynamic mediums, legal education can be delivered in engaging and accessible ways that resonate with students' online behavior and preferences. This approach not only enhances the reach and impact of legal education but also demonstrates a proactive effort to adapt to evolving technological trends and societal dynamics.

4.2.4. Establish a Rapid Response Mechanism

Campus cyberbullying poses a significant threat to the well-being and safety of students, often spreading rapidly and remaining concealed, thereby necessitating swift and effective intervention to prevent widespread public outcry and mitigate the harm inflicted on victims. In light of this urgency, public security organs must take proactive measures to address campus cyberbullying cases comprehensively.

First and foremost, fostering enhanced cooperation and supervision with internet service providers and social media platforms is imperative in combating cyberbullying effectively. Upon identification of instances of campus bullying, immediate action should be taken to engage with internet service providers, urging them to swiftly remove posts and comments containing bullying, insults, threats, or other harmful content, all in strict compliance with legal guidelines. This proactive approach aims to disrupt the propagation of cyberbullying content and minimize its detrimental impact on victims by preventing further dissemination.

Secondly, harnessing the power of big data analysis in the online sphere is essential for monitoring and detecting cyberbullying behavior in a timely manner. By deploying sophisticated algorithms to analyze aberrant patterns such as keywords and information flow, continuous surveillance of campus cyberbullying incidents can be conducted, enabling early detection and warning mechanisms to

be implemented promptly. Additionally, measures such as content identification, pre-review, and blocking can be deployed strategically to stem the spread of harmful content and mitigate its negative consequences on affected individuals.

Furthermore, enhancing the investigation and evidence collection processes for cyberbullying cases is paramount in ensuring the perpetrators are held accountable for their actions. Given the involvement of numerous anonymous participants and the vast volume of digital data involved, public security organs must equip themselves with advanced network forensic equipment and tools to effectively collect, analyze, and preserve electronic evidence. Moreover, guidance and support should be provided to internet service providers to ensure their active cooperation in fulfilling their obligations for network security management, thereby facilitating seamless collaboration in the investigation process.

In conclusion, it is imperative to acknowledge that addressing the pervasive issue of campus cyberbullying requires a concerted and multifaceted effort involving the active participation of public security organs and society as a whole. This collaborative approach is essential in establishing a united front against cyberbullying and fostering a safer and more inclusive online environment within educational settings.

By adopting a range of diverse and comprehensive response strategies, public security organs can play a pivotal role in effectively combating cyberbullying and protecting the well-being of students. This includes implementing proactive measures such as enhancing cooperation with internet service providers and social media platforms to expedite the removal of harmful content, utilizing advanced technologies for big data analysis to monitor and identify cyberbullying behavior, and strengthening investigation and evidence collection processes to hold perpetrators accountable for their actions.

Moreover, the collective efforts of society are equally crucial in addressing the root causes of cyberbullying and promoting a culture of respect and empathy online. This requires raising awareness and educating students, parents, educators, and the wider community about the serious consequences of cyberbullying and the importance of fostering positive online behaviors. It also entails fostering collaboration between various stakeholders, including educational institutions, law enforcement agencies, government bodies, and community organizations, to develop and implement effective prevention and intervention initiatives tailored to the unique challenges of cyberbullying.

By working together in a coordinated manner, public security organs and society can create a more resilient and harmonious digital environment within educational communities. This collaborative effort not only helps mitigate the immediate harm caused by cyberbullying but also lays the groundwork for long-term societal change, where mutual respect, understanding, and empathy prevail both online and offline.

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