




## THE CIVIL LIABILITY OF AGGRESSORS FOR THE PRACTICE OF CYBERBULLYING

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### ABSTRACT

This work aims to analyze the civil liability of aggressors for cyberbullying, its legal and social implications, as well as effective measures to prevent and remedy this phenomenon. Regarding the methodology, a descriptive and explanatory methodology was used, with a qualitative approach, using bibliographic research instruments, books, articles and other materials already published. After the research, it was found that in the absence of effective prevention measures in the real and virtual environment, civil liability emerges as a necessary instrument not only to compensate for the damage caused, but also to protect the violated rights and discourage the repetition of these conducts. This accountability must occur in an exemplary manner, especially after the enactment of Laws No. 13,185/2015, 13,277/2016 and 14,811/2024, which reinforced the legal duties aimed at preventing and combating bullying and, especially, cyberbullying.

**Keywords:** Civil liability. Aggressor. Cyberbullying.

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## INTRODUCTION

Technological advancement has brought numerous benefits to society, enabling new forms of communication and social interaction. However, this evolution has also presented challenges and risks, especially in the virtual environment. Cyberbullying, a form of aggression carried out through digital platforms, has become a growing concern due to its negative impact on victims' lives. Unlike traditional bullying, cyberbullying can occur continuously and without geographical limits, aggravating the suffering of the victims.

Given this scenario, the question of the civil liability of aggressors arises. What happens when someone is a victim of cyberbullying? Who can be held responsible and how? Civil liability seeks to repair the damage caused to the victim, but in the digital context, this reparation faces unique challenges. The identification of perpetrators, the extent of the damage and the application of existing laws are complex issues that need detailed analysis.

The central problem of this study is to investigate how the Brazilian legal system treats the civil liability of aggressors for cyberbullying practices? In view of this problem, the work intends to explore the available legal responses, analyzing the current legislation, relevant jurisprudence and the practical difficulties in the application of these norms. In addition, the effectiveness of legal measures and possible improvements to ensure effective protection for victims in the digital environment will be discussed.

The interest in this theme arose due to the growing relevance of the topic of cyberbullying in contemporary society and the need to understand and address its legal, social and psychological implications. Not only does cyberbullying directly affect victims, causing emotional, psychological, and even physical harm, but it also has broader ramifications, such as impacts on the mental health of young people and the online safety of all internet users.

From a practical point of view, investigating the civil liability of aggressors for cyberbullying is crucial to develop effective prevention and intervention strategies, as well as understanding how legislation treats this type of behavior, identifying gaps in the legal accountability of aggressors, and examining relevant court cases can provide valuable insights to improve public policies and legal practices.

In addition, research on cyberbullying liability can contribute to the theoretical advancement of the legal field by providing a solid foundation for discussions on digital law, civil liability, human rights protection, and internet ethics. By looking at issues such as proof of harm, identification of perpetrators, and the liability of online service providers, this study can offer new perspectives and approaches to addressing emerging legal challenges in the

digital age.

Thus, this work is justified by its practical relevance in the protection of victims of cyberbullying, as well as by its theoretical contribution to the development of digital law and civil liability in an increasingly digitized and interconnected context.

This work is considered pertinent, which has as its general objective to analyze the civil liability of aggressors for the practice of cyberbullying, its legal and social implications, as well as the effective measures to prevent and remedy this phenomenon. From this, the following specific objectives stand out: Define *bullying*, *cyberbullying*, their differences and characteristics; Verify the application of the Brazilian legal system in the face of cyberbullying aggressors; Understand the civil liability of *cyberbullying practitioners*. Finally, the final considerations.

The article is structured in three chapters. It begins with this introduction. The first chapter presents the concept of *bullying* and its characteristics. The second chapter focuses on the application of the Brazilian legal system in the face of cyberbullying aggressors. The third chapter highlights the civil liability of *cyberbullying practitioners*. Finally, the final considerations.

## **UNDERSTANDING CYBERBULLYING AND ITS CHARACTERISTICS**

It is practically impossible to understand cyberbullying without first studying the concept of bullying. Since the first reports in the history of the human race, the presence of acts of violence has been verified, therefore, it is a remote phenomenon. It is allowed to particularize violence in various ways, one of these ways is by determining the place where it happens, in this way we have domestic, family, rural, urban, against women, and school violence (Fante, 2005).

Thus, *Bullying* is a remote social event, but it is current in the school environment, however with exceptionally defined particularities. It is appropriate to discuss the determinant particularities of *bullying*, as well as those involved and their severe results, in order to elucidate a sequence of doubts arising from the theme, as well as the way it is presented.

In the case of bullying, the school is the place where values and opinions are learned, through a representative way. On the other hand, *cyberbullying* occurs on social networks *online*, in the different communication channels generated by the Internet. The Bullying Law (No. 13,185/2015) defines *bullying* as any practice of intentional and repetitive violence, which occurs without evident motivation, which can be physical, psychological,



moral, sexual, social or virtual. Cyberbullying, on the other hand, is explicitly recognized as a form of bullying that occurs in the virtual environment.

Remember that users, often called haters (people who type and spread hate on the web) believe that they can come and go practicing illicit, discriminatory, prejudiced acts and will never be discovered, however, this is not exactly the case. They can be found and respond civilly.

Continuing, the concomitance between the aggressive attitude and *bullying* implies an indispensability of a clear and precise differentiation of the aggressive attitude of *bullying*. According to Olweus (1993, p. 48):

Every individual should have the right to be spared repeated and intentional oppression and humiliation at school and in society at large. No student should feel afraid to go to school for fear of being harassed or degraded, and no parent should worry about whether this is happening to their child.

The most varied types of violence that children and adolescents experience in the school environment, most of the time are devalued, disdained, unknown, ignored, and in some circumstances have no relevance to the public power and even to society, *bullying* is not far from this reality.

Bullying can be classified as physical (the most noticeable), verbal, social and relational, and can also present itself in the form of cyberbullying. Beane asserts that (2010), the perpetrator of physical bullying is responsible for:

Hitting, slapping, elbowing and shoving with the shoulders. Push, force with the body, put the foot in front. Kick. Taking, stealing, damaging or defacing belongings. Restrict. Pinch. Sticking the other child's head down the toilet. Stick another child in the closet. Attack with food, spit, and so on. Threats and intimidating body language (Beane, 2010, p. 19).

The practice of this violence mentioned above: hitting, kicking, pushing is a problem that has been gaining more and more space in schools. To confront this violent practice, bullying, schools need to be equipped with new strategies, methodologies, pedagogical practices to rescue respect for differences, evidencing respect and promoting psychosocial well-being in the school environment, encouraging the acceptance of differences (Beane, 2010).

Verbal bullying happens through the use of offensive nicknames, insults and humiliation, threats, racist comments, moral harassment and intimidation. (BEANE, 2010). With regard to social and relational bullying, Beane (2010) observes that it is related to the following situations:



Destroying and manipulating relationships (e.g., playing best friends against each other. Destroying reputations (gossiping, spreading malicious and cruel rumors, and lying about other children). Excluding the individual from a group (social rejection, isolation). Embarrassment and humiliation. Negative body language, threatening gestures. Graffiti or notes with offensive messages. Cyberbullying (done on web pages, email, text messages and so on) (Beane, 2010, p.22).

Based on the previous statement, bullying is a relationship in which different subjects can devalue or deny the identity of the other. Where bullying sometimes takes on a role of well-defined prejudice among social relationships. Any and all subjects can adapt to the cultural stereotypes of society and modify them in the way they prefer, even if there are few who are aware of these social differences and multiplicities that constitute a society.

Cyberbullying, among some definitions, has the explanation that comprises it as a set of aggressive, repetitive and intentional attitudes that happen for no evident reason, originated by one or several individuals promoting pain and anguish in the midst of an unequal coexistence of power, such as insults, situations that cause intimidation, cruel nicknames that cause coercion, unfair and sarcastic accusations through the internet. Situations of harassment ridicule and intensely hurt the lives of those who suffer cyberbullying. Leading to exclusion, causing serious psychological and physical problems.

Cyberbullying is a relatively recent phenomenon and is growing nowadays, expanding in a noticeable way and becoming a serious social and public health problem, with consequences for the coexistence of individual relationships and social phenomena. According to Beal (2005, p. 2), to prevent cyberbullying, it is necessary to invest in communication security, in order to prevent cyberbullying

Content integrity: Assurance that the message sent by the sender is received completely and accurately by the receiver.

Non-retractability of communication: guarantee that the sender or receiver has no way to claim that a successful communication did not occur.

Authenticity of the sender and receiver: guarantee that the person who presents himself as the sender or receiver of the information is really who he says he is.

Content confidentiality: ensuring that the content of the message is only accessible to its recipient(s).

Retrieval of content by the receiver: guarantee that the transmitted content can be recovered without its original form by the recipient. For this goal to be achieved, sender and receiver need to use consistent communication protocols [...].

However, this information security may be exposing people to crimes and other types of threats, as well as rights violations, causing damage to society. Therefore, it is necessary to protect internet systems in order to prevent the intentional or unintentional manipulation of confidential information and computer peripheral devices by unauthorized elements (Soares; Read; Colcher, 1995).



The next chapter focuses on presenting the civil liability of those aggressors for the practice of cyberbullying, that is, users of the international computer network, often without their real identity, who carry out harassment, intimidation, threats that generate serious consequences for the victims.

## **APPLICATION OF THE BRAZILIAN LEGAL SYSTEM IN THE FACE OF CYBERBULLYING AGGRESSORS**

In fact, national and international legislation regarding cyberbullying has advanced significantly, recognizing the seriousness of this phenomenon and the need to protect individuals against it. However, there are still important gaps and challenges in holding perpetrators accountable. In the national context, the Brazilian Civil Rights Framework for the Internet (Law No. 12,965/2014) establishes principles, guarantees, rights and duties for the use of the Internet in Brazil, but does not specifically address cyberbullying, leaving a gap in Brazilian legislation in this regard (Silva, 2014).

At the international level, treaties such as the UN Convention on the Rights of the Child and the Inter-American Convention against Racism, Racial Discrimination and Related Forms of Intolerance address issues related to protection against violence and discrimination, which may include cyberbullying, but without a specific approach (Neves, 2015).

One of the gaps in national legislation is the lack of a clear definition of cyberbullying and the absence of specific penalties for perpetrators. Although the Penal Code (Capez, 2018) can be applied in some cases, such as defamation and injury, there is no specific typification for cyberbullying, making it difficult to hold aggressors accountable (Rangel, 2015). In addition, issues related to the competence for investigation and punishment, especially when the aggressor and the victim are in different jurisdictions, represent an additional challenge (Cardoso, 2018).

At the international level, the lack of harmonization of laws between countries makes it difficult to cooperate in investigating and combating transnational cyberbullying. Although there are international treaties and conventions that aim to protect human rights and combat various forms of violence, the application of these instruments in practice may be limited due to the sovereignty of States and the lack of effective enforcement mechanisms (Alecrim, 2011).

Another challenge in holding aggressors accountable is the difficulty of obtaining evidence, especially in digital environments where anonymity is common. Brazilian



legislation lacks effective instruments for investigating and collecting evidence related to cyberbullying, which makes it difficult to hold aggressors accountable (Gomes & Maciel, 2018). In addition, the rapid evolution of technology constantly presents new challenges, such as the difficulty of tracking and assigning responsibility in cases of cyberbullying through encrypted messaging apps and social networks (Shafqat, 2016).

While there have been advances in national and international legislation related to cyberbullying, there are still significant gaps and challenges in holding perpetrators accountable. It is essential that governments and international organizations continue to develop and enhance legal and technological strategies to address this problem and ensure a safe online environment for all individuals (Kolling, 2010).

Lawsuits involving civil liability for cyberbullying have been increasingly frequent, and court decisions have been instrumental in establishing criteria for culpability and determining damages. An emblematic case occurred in 2016, in the United States, where a teenager was sued for defaming a classmate through text messages and social networks. The court found that the messages were intentional and caused significant emotional damage to the victim, determining substantial compensation in favor of the victim (Shafqat, 2016).

In Brazil, a prominent case occurred in the State of Rio de Janeiro, in which the judgment of the Superior Court of Justice (STJ) in 2013, in a monocratic decision, recognized the responsibility of a school for omission in a case of cyberbullying involving students<sup>3</sup>. The court understood that the school had a duty to protect its students and take measures to avoid situations of virtual violence in the school environment. Thus, compensation was determined to the victim and his family for the damages caused (Cabral, 2017).

The criteria used by courts to determine culpability and damages vary, but generally include analyzing the severity of cyberbullying messages or actions, the degree of harm caused to the victim, the relationship between aggressor and victim, and demonstrating negligence or omission on the part of third parties, such as schools or parents (Rangel, 2015).

It is important to note that each case is unique, and court decisions are based on your specific circumstances. However, these court cases have contributed to the evolution

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<sup>3</sup> Interlocutory Appeal No. 353.138 - RJ (2013/0169111-6) Rapporteur: Justice Benedito Gonçalves Aggravating Circumstance : Municipality of Rio de Janeiro Attorney General : Jaqueline Ripper Nogueira do Vale Cuntin Perez and Other (s) Aggravated Defendant : Andiara dos Santos Pacheco and Other, Attorney at Law : Public Defender's Office of the State of Rio de Janeiro, Administrative. Interlocutory Appeal in Special Appeal. Liability. Moral damage. Verbal Offense. Minor. Public school. Exorbitant Quantum of Compensation. Revision. Possibility. Appeal known to grant the Special Appeal.

of jurisprudence with regard to civil liability for cyberbullying, strengthening the protection of victims and the accountability of aggressors for their acts in the virtual environment (Alecrim, 2011).

Victims of cyberbullying can suffer a variety of harms, ranging from emotional and psychological to reputational. Emotional damage can include anxiety, depression, stress, and even suicidal thoughts, resulting from constant online harassment and humiliation (Shafqat, 2016). Psychological damage can affect the victim's self-esteem, confidence, and overall well-being, interfering with their daily life and personal relationships (Neves, 2015).

In addition, cyberbullying can cause significant reputational damage to the victim, affecting their image with peers, family members, the community, and potentially affecting their education and employment opportunities in the future (Silva, 2014). Defamatory messages, disclosure of personal information, or manipulation of images can result in lasting damage to the victim's reputation, even after the offending content has been removed (Beal, 2005).

Given the various types of harms suffered by victims of cyberbullying, assessing the adequacy of the compensation offered is complex and requires careful analysis of the circumstances of each case. Compensation should take into account not only the immediate impact of cyberbullying, but also future damages, such as psychological treatment costs, lost opportunities, and reputational damage (Lenza, 2015).

It is essential that the compensation offered is sufficient to repair the damage caused and provide the victim with a chance to recover and rebuild their life after the trauma of cyberbullying (Rangel, 2015).

The protection of fundamental rights is also a central concern, as it balances the need for investigation with respect for privacy and freedom of expression. By recognizing the symbolic force of human rights, metadata analysis seeks to ensure a fair balance between security and individual protection (Neves, 2015).

In the field of criminal procedure, metadata analysis is an essential tool for collecting evidence and ensuring justice. It allows for a detailed investigation of suspects' online activities, strengthening the cases presented in court (Rangel, 2015). At the same time, the Marco Civil da Internet establishes guidelines for the responsible and ethical use of metadata, protecting the rights of users (Silva, 2014).

Cooperation between law enforcement authorities and online service providers is crucial to combat cyberbullying and identify those responsible for such acts. Through collaboration and information exchange agreements, authorities may have access to records of online activity, including account records and other information relevant to



investigations (Shafqat, 2016).

This strategic partnership between security agencies and online service providers expands investigative capabilities, allowing for a more effective approach to identifying and punishing perpetrators (Alecrim, 2011). By sharing data and resources, stakeholders can streamline the investigation process, ensuring a faster and more efficient response to cyberbullying cases (Beal, 2005).

From a legal point of view, cooperation between security agencies and online service providers is aligned with the fundamental principles of criminal law and criminal procedure (Cardoso, 2018). It allows legally authorized access to information relevant to investigations, respecting the individual rights of users (Di Pietro, 2015).

In addition, this cooperation promotes a multidisciplinary approach to dealing with the problem of cyberbullying, involving not only law enforcement but also prevention and awareness measures. By joining forces, authorities and providers can develop more comprehensive strategies to address this growing challenge (Capez, 2018).

This collaboration also highlights the importance of protecting fundamental rights in the digital environment (Gomes & Maciel, 2018). By recognizing the symbolic force of human rights, the parties involved ensure that the measures taken to combat cyberbullying are proportionate and respect the dignity and privacy of those involved (Kolling, 2010).

Cooperation between law enforcement agencies and online service providers is essential to address the challenge of cyberbullying effectively and comprehensively. Online service providers also have a responsibility to implement content moderation policies that prohibit cyberbullying and other forms of online abuse. This includes quickly removing offensive content and applying punishments to users who violate these policies (Shafqat, 2016).

These policies are essential for maintaining a safe and healthy online environment, promoting mutual respect and protection of vulnerable users (Alecrim, 2011). By establishing clear and transparent guidelines, providers can create a culture of zero tolerance for abusive behavior (Beal, 2005).

Finally, the effectiveness of content moderation policies depends on collaboration between online service providers, government authorities, and civil society (Gomes & Maciel, 2018). Only through a collaborative and holistic approach can we create a safe and inclusive online environment for all (Kolling, 2010).

Online service providers should offer effective reporting mechanisms so that victims of cyberbullying can report incidents and receive support. Additionally, it is important for providers to actively collaborate with law enforcement authorities by providing information

and assistance during criminal investigations related to cyberbullying (Shafqat, 2016).

It is important that this collaboration is carried out in an ethical and legally responsible manner. Providers must respect the rights of users and ensure that any sharing of information is done in accordance with applicable legislation and ethical standards. (Cardoso, 2018).

Reporting and collaboration mechanisms can also serve as an important deterrent tool, sending a clear message that cyberbullying will not be tolerated and that bullies will face serious consequences for their actions (Silva, 2014). This can help create a safer and more welcoming online environment for all users, especially the most vulnerable.

However, it is crucial that these mechanisms are constantly evaluated and improved to ensure their continued effectiveness (Soares et al., 1995). Online service providers should be mindful of developments in cyberbullying and the needs of victims, adapting their policies and practices as needed (Shafqat, 2016).

In addition, awareness and education are key components in preventing cyberbullying (Kolling, 2010). Online service providers can play an important role by providing educational resources and promoting awareness campaigns to help users recognize and address cyberbullying effectively.

Ultimately, the collaborative approach between online service providers, law enforcement, and communities is essential to combat cyberbullying effectively and create a safer and more positive online environment for all users (Gomes & Maciel, 2018). This is a shared responsibility that requires the commitment of all involved, aiming at the protection and well-being of all internet users.

Faced with this scenario of virtual insecurity, Brazilian criminal legislation received three new laws that changed some important points that aim to give scope of criminal law and criminal procedure to the virtual environment.

Law No. 14,155/2021, sanctioned on May 28, 2021, modified and included some provisions of the Criminal Code and the Code of Criminal Procedure, promoting changes regarding the crimes of invasion of computer devices, theft by electronic fraud, embezzlement by electronic fraud, among other relevant issues.

And Law No. 14,132/2021, sanctioned on March 31, 2021, inserted article 147-A into the Penal Code, called "crime of persecution". The creation of this type of criminal law seeks to protect individual freedom, against crimes committed in the internet environment, with the purpose of embarrassing the victim through the invasion of privacy.

The initiative of Law No. 14,811/2024, which instituted measures to protect children and adolescents against violence in educational establishments or similar against



discriminatory practices by certain young people or even children, is worthy of applause.

Law No. 14,811/2024 added article 146-A to the Penal Code, typifying the practice of the crime of *bullying* as an individual or group action of systematically intimidating, "through physical or psychological violence, one or more people, intentionally and repetitively, without evident motivation, through acts of intimidation, humiliation or discrimination or verbal actions, moral, sexual, social, psychological, physical, material or virtual".

Finally, a specific fight against what was called *bullying* and *cyberbullying is adopted*, bringing important and significant advances in the protection of victims, in addition to general awareness about this harmful practice disseminated especially in school environments. A specific fight is adopted and brings relevant advances in the protection of victims and in the general awareness of these harmful practices disseminated especially in school environments, in addition to criminalizing them.

### **CIVIL LIABILITY OF CYBERBULLYING PRACTITIONERS**

Initially, it should be understood that civil liability is an obligation that incumbent on a person to have to repair the damage caused to another (indemnify), or even the obligation that can be incumbent on a person to repair the damage caused to another, by his own fact, or by the fact of people or things that depend on him (Guerra; Benacchio, 2015). In general, civil liability is objective, dispensing with the demonstration of intent or fault, and, consequently, generates the obligation to indemnify the damage.

The civil liability of aggressors for cyberbullying is an extremely relevant topic these days, especially considering the growing use of the internet and social networks. Cyberbullying, which involves the use of digital technologies to harass, intimidate, defame, or threaten a person, can have serious consequences for victims, including emotional, psychological, and even physical damage (Di Pietro, 2015).

In this context, it is important to highlight that aggressors can be held civilly liable for the damages caused to victims as a result of their online actions (Alecgrim, 2011). This means that if a person suffers emotional, psychological, or physical harm due to cyberbullying, they can seek financial compensation through a lawsuit against the bully.

However, determining civil liability in the case of cyberbullying can be challenging due to the complex and often anonymous nature of online interactions (Beal, 2005). It is necessary to prove that the aggressor was directly responsible for the damage caused to the victim and that his actions were the direct cause of this damage.

To address these complex issues, it is critical that laws and regulations are updated and adapted to the digital environment (Capez, 2018). This could include implementing



specific legislation that addresses cyberbullying and establishes clear guidelines for civil liability for bullies.

In addition, it is important to promote awareness about the impacts of cyberbullying and encourage responsible use of the internet and social networks (Cardoso, 2018). Education about digital ethics and respect for others online can help prevent cyberbullying incidents and reduce the need for civil liability.

The civil liability of aggressors for cyberbullying is a complex issue that requires a careful and multifaceted approach (Di Pietro, 2015). It is crucial to strike a balance between protecting victims of cyberbullying and ensuring that the rights of bullies are also respected in the legal process.

It is evident that *cyberbullying* is characterized as a form of *bullying* practiced in the virtual environment, manifesting itself through aggressive posts, offensive pages, videos, montages and other forms of derogatory exposure provided by digital tools. In view of this, it is essential to analyze the civil liability arising from these aggressions, since the impacts on victims can be profound and, in many cases, irreversible. In most situations, the damage falls on the moral sphere, directly affecting the image, honor and dignity of the offended person.

It is not only the individual who practices cyberbullying who is responsible for compensating the victim. The provider may also be entrusted with this duty. In the sphere of providers, it is already settled by doctrine and jurisprudence that the relationship between users and providers. However, not only the Consumer Protection Code regulates this relationship, but also Law No. 12,965/14, the so-called "Civil Rights Framework for the Internet" (Guerra; Bennachio, 2015).

Remember that the time of exposure and damage to the victim's image is taken into account. The longer the time to remove the illicit content, the greater the negative consequences for the victim. In this sense, the understanding prior to the Marco Civil should prevail with the clear intention of mitigating the damage caused to the victim, who has his image and honor increasingly shaken with the virtual exposure and the passage of time.

The Superior Court of Justice has already taken the position that the inertia of the provider, after being notified of illegal content, generates liability for any damages. In this situation, the provider would be jointly and severally liable with the perpetrator of the offense (STJ, 2014).

In short, both bullying and cyberbullying must be punished in today's society, given the harmful consequences generated. Analyzing only the civil liability for the possible



damage caused by cyberbullying does not prevent the perpetrator of the offense from also responding in the criminal sphere for his acts.

## FINAL CONSIDERATIONS

At the end of this article, it was found that *cyberbullying* is a growing global concern and in Brazil it would be no different, especially with the increase in the use of social networks, online games and other digital platforms. Each country deals with this differently, but there are common trends and some very striking legal and social approaches.

The victim of *bullying* and *cyberbullying* can request **compensation for moral damages**, especially when there is psychological suffering, humiliation, negative exposure, as well as **material damages**, if there is financial loss resulting from the practice (e.g., loss of professional opportunities, psychological treatment, etc.). If the aggressor is a minor, the parents or legal guardians can be held responsible, based on article 932, I of the Civil Code.

Usually, those who practice *cyberbullying* use digital means to intimidate, harass, threaten or humiliate another person, in a repetitive and intentional way. It can occur from offensive messages, dissemination of intimate photos (nudes) and videos, virtual threats, profanity and other types of aggression. Most *cyberbullies* take advantage of fake profiles to attack third parties, but it is already possible to identify, find and hold the aggressors civilly responsible.

Bullying and cyberbullying constitute serious violations of the personality rights of victims, affecting their honor, image, physical and psychological integrity, and, in extreme cases, putting their own lives at risk. These practices attack human dignity and, therefore, should be the object of special attention by the government, especially because they are forms of violence that compromise citizenship and the development of society.

In the absence of effective prevention measures in the real and virtual environment, civil liability emerges as a necessary instrument not only to compensate for the damage caused, but also to protect the rights violated and discourage the repetition of these conducts. This accountability must occur in an exemplary manner, especially after the enactment of Laws No. 13,185/2015, 13,277/2016 and 14,811/2024, which reinforced the legal duties aimed at preventing and combating bullying and, especially, cyberbullying.

It is worth mentioning that reporting mechanisms are essential to empower victims, allowing them to take action against cyberbullying and receive the necessary support, as the simple fact of offering accessible and confidential options for reporting abuse, which can be simple phone calls and even providers can help break the cycle of virtual violence.



It is believed that the problem was answered and the general objective achieved, as it was possible to analyze, even if in a synthesized way, the civil liability of aggressors for cyberbullying, its legal and social implications, as well as the effective measures to prevent and remedy this phenomenon.



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