

Bully Proofing Your Schools

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***Bully-Proofing Your School:
Elementary, Middle and High School***

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What is Bullying?

Bullying Defined

- ❑ Repeated, Negative, Intentional Actions
- ❑ Imbalance of Power
- ❑ Unequal Emotional Reactions

Normal Conflict vs. Bullying

Equal power- friends

Happens occasionally

Accidental

Not serious

Equal emotional reaction

Not seeking power or attention

Not trying to get something

Remorse—take responsibility

Effort to solve the problem

Imbalance of power- may or may not be friends

Repeated negative actions

Purposeful

Serious- threat of physical harm or emotional or psychological distress

Strong emotional reaction from the victim

Seeking power, control, and attention of others

Trying to gain material things or power

No remorse—blames victim

No effort to solve the problem

Forms of Bullying and Harassment

- Physical Aggression
- Social/Relational Aggression
- Verbal/Non-Verbal Aggression
- Intimidation
- Racial, Religious, and Ethnic Harassment
- Sexual Harassment
- Sexual Orientation Harassment
- Electronic/Cyber Bullying
- Hazing
- Dating Violence

(see handout #1-2)

Vulnerable Groups...

- Special Education Students
- GLBTQ Students
- Minority Students
- Social Isolates or “Loners”
- Overweight Teens

Effects of Victimization

“Bullying not only leads to depression, anxiety, and low self-esteem in students who are targeted, but also causes other students to feel unsafe at school and significantly interferes with learning.”

(Brewster & Railsback, 2001)

(see handout # 3)

Steps of Violence

Bottom line...

Early intervention with bullying and harassing behaviors may prevent violence and other tragic occurrences

“Good schools are proactive and deal with it [bullying] promptly, firmly, and fairly.

Bad schools deny it, ignore it, rationalize it, handle it inappropriately, sweep it under the carpet, blame the victim of bullying, blame the parents of the victim of bullying, or make lots of impressive noises but take no substantive action.”

Bullying in American Schools (2003) by Anne G. Garrett

Healthy Peer Groups vs. Cliques

Healthy Peer Groups	Cliques
Inclusive	Exclusive
Shared power among members	Controlling personality at the top
Open system—members can come and go	Closed system—difficult for any new members to join in
Flexible rules and expectations	Strict rules and requirements for membership
General respect for individuality	Less respect for individuality as opposed to group
Status within group is fluid	Definite rigid internal hierarchy
Less pressure to conform	Strong pressure to conform

The Power of Cliques

- **Popular Group** (approx. 35% of student population)
 - Perceived to be the “cool” group, powerful, prestigious
 - Their actions command everyone’s attention, including staff and adm.

- **The Fringe** (approx. 10% of student population)
 - Hovers around the popular group -- wannabes -- temp. members
 - Will compromise their values, feelings

- **Middle Friendship Circles** (Majority of kids- approx. 45%)
 - Form small groups of their own - loyal, trustworthy, secure friendships
 - Perceived to be lower in social status

- **Loners** (Approx. 10% of student population)
 - Tend to have no friends, often alone
 - Repeatedly excluded and insulted by peers, low self-concept

(from *Cliques: 8 steps to Help Your Child Survive the Social Jungle* by Giannetti & Sagarese)

“Research and experience suggest that comprehensive efforts that involve teachers and other school staff, students, parents, and community members are likely to be more effective than purely classroom-based approaches.”

U.S. Dept. of Education, 1998

Bully-Proofing Your School:
What makes this program unique

Four Central Program Concepts

- Design a systemic, comprehensive approach.
- Design the main focus on climate change.
- Teach skills and strategies to build a caring community.
- Emphasize developing the caring community.

Ten Basic Elements

- ✓ Staff & Administration acknowledgement and commitment to address the problem
- ✓ School-wide policy & discipline plan
- ✓ Assessment of current climate
- ✓ Formation of team to guide the approach
- ✓ Development of a comprehensive plan
- ✓ Training of staff
- ✓ Training/Interventions with students
- ✓ Ongoing Caring Community development
- ✓ Parent & community partnerships
- ✓ Evaluation of the program

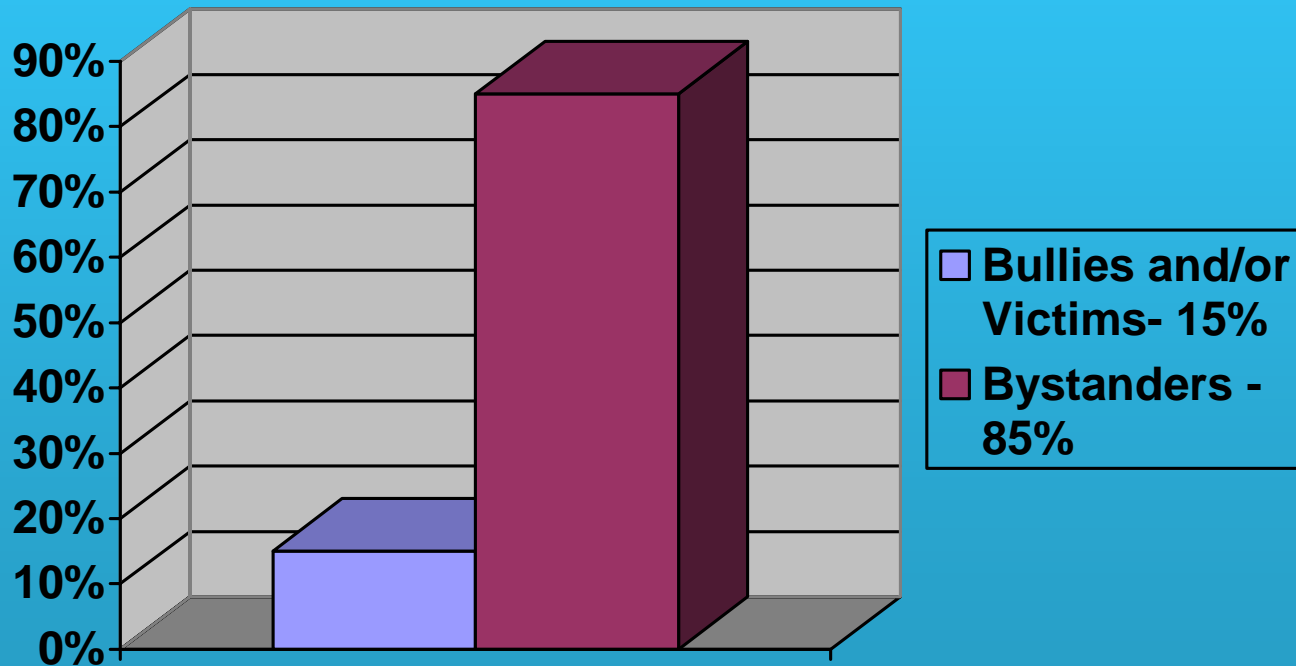
School as Community

“In survey responses from around the world, there was an extremely high correlation between feeling a sense of community and a sense of safety.”

Creating Emotionally Safe Schools (2001) by Jane Bluestein, Ph.D.

The Student Population

(see handout #4)



A Silent or a Caring Majority?

(continued handout #4)

□ Students in a *Silent* majority :







- stay silent when they witness bullying incidents
- don't take a stand against negative behaviors
- don't reach out to victims
- don't support peers in standing up against bullying
- fail to ask adults for help

□ Students in a *Caring* majority:








- speak up and take a stand against bullying and harassing behaviors
- reach out to victims of bullying
- support one another when standing up against negative behaviors
- Ask adults for help

BPYS Strategies

□ ELEMENTARY & MIDDLE SCHOOL

-  H Help
-  A Assert
-  H Humor
-  A Avoid
-  S Self-Talk
-  O Own It

□ HIGH SCHOOL (HA)2 SORT

-  H Help
-  H Humor
-  A Assert
-  A Avoid
-  S Self-Talk
-  O Own It
-  R Rehearse
-  T Talk It Over

Bully-Proofing Your School Focuses on Building the Caring Majority

- Individual Activities** (Interventions with bullies, victims and bystanders, student strategies)
- Classroom Activities** (Lesson plans teaching skills/strategies, clearly defined expectations)
- School-Wide Activities** (Full student/staff participation, comprehensive effort)

The Good News is...

Up to 50% or greater reductions in bullying behaviors have been reported by students who previously reported they were bullied or had bullied others when comprehensive, school-wide anti-bullying efforts are implemented.

Dan Olweus

Just Released!
Bully-Proofing for High Schools

Every day in high schools across our nation, students get bullied and harassed; the fact is that some degree of it happens in every school, every day, everywhere. Although adults would like to believe that teens have grown out of these negative behaviors by the time they reach high school, numerous studies show that students across our country report that they are fearful in their schools and neighborhoods. Some common forms of harassment among teens include verbal and physical aggression, intimidation, cyberbullying, public humiliation, sexual harassment, dating violence, and hazing, to name a few.

Research has shown that unchecked bullying has academic, physical and emotional consequences for students. Bullying, harassment, and aggression in our schools lead to impaired readiness for learning and academic achievement, increased absenteeism, and higher dropout and failure rates. As evidenced in our country and around the world, bullying and harassment can also lead to devastating incidents of suicide and extreme violence.

For years, schools who have implemented the Bully-Proofing Your Schools series in elementary and middle schools have reported decreased bullying behaviors, reductions in suspensions and referrals, and lowered rates of absenteeism. Students have also reported that they are better equipped to handle bullying situations and that they feel an increased sense of safety and support. Creating schools with climates that are psychologically safe and free of harassment is important for every level of education, but it can be an especially challenging task for high schools. The Bully-Proofing for High Schools program is written specifically for educators and addresses issues that are unique to the high school level. This just released set includes specific approaches that teach staff how to decrease the likelihood of violence, empower students, and create a safe, respectful environment where teachers can teach and students can learn.

The BPHS program includes:

- ✓ Comprehensive plan for empowering high school students and staff to take a stand against negative behaviors
- ✓ Power Point for staff training
- ✓ Guide for writing anti-bullying/harassment and discipline policies, including ready-to-use policy
- ✓ Complete 9th-12th grade student curriculum, including lesson plans for each grade level and student strategies to use in bullying situations
- ✓ Interventions for support or other staff to use with bullies, victims and bystanders
- ✓ CD-ROM with a School Climate survey (to use as pre- and post- test), letters, forms, and ready-to-use worksheets
- ✓ Resource guide with suggested supporting materials, such as book titles, videos, and Web sites on topics

The Bully-Proofing for High Schools program is a comprehensive, research-based program that focuses on creating a climate where students feel safe and respected. The program provides a step-by-step approach that can be adapted and interface with any high school's goals and school improvement plan. More information is available at www.bullyproofing.org and is available through Sopris West Educational Services at <http://store.cambiumlearning.com>