

# BULLYING PREVENTION AND INTERVENTION



Hamilton Southeastern Schools  
Anti-Bullying Training  
**2013-2014**

Welcome to HSE Schools Anti-bullying Training Webinar. It is our hope that you will find this training useful to you as an employee, volunteer, or visitor in our schools. It takes all of us working together to keep our schools safe and special places for students to learn and grow.

## HSE Board of School Trustees Policy J05.01.01 – Bullying Prohibited

Hamilton Southeastern Schools Board of School Trustees prohibits bullying as defined by Indiana law and directs the superintendent or designee to develop and maintain rules, programming and process consistent with Indiana law to address bullying behaviors.

The student handbook for each school defines the overall guidelines and procedures for the school district policy on bullying behavior.

**To view student handbooks:**

Visit the Hamilton Southeastern Schools Website  
<http://www.hse.k12.in.us/ADM/>

Click on “Schools/Staff” then click on “School Listing.” Find your student’s school and Click on “website.” The handbook link will be under “Quick Links” on your school’s home page.

The Hamilton Southeastern Schools Board of School Trustees prohibits Bullying in our school corporation. Specific Anti-bullying policy and rules can be found in each school’s student handbook and posted on each school’s website. We will now cover the Major points for staff and volunteers.



## Major Points for Staff and Volunteers

### HSE Anti-bullying Handbook Policy

- The HSE Schools prohibits bullying in all forms.
- This policy may be applied regardless of the physical location in which the bullying behavior occurred.
- HSE Schools prohibits bullying through the use of data or computer software that is accessed through any computer, computer system, or computer network.

Remember if you hear about poor behavior, even if it's off school grounds, or on social media you should report it!

## Major Points for Staff and Volunteers

### HSE Anti-bullying Handbook Policy

- Anyone who believes that a student has possibly been or is the victim of bullying behavior is required to **immediately** report the situation to an appropriate staff member such as a teacher, school counselor, or administrator (including the school district lead administrator).
- All staff, volunteers, and contracted service providers who observe or receive a report of suspected bullying behaviors shall notify a designated school administrator in charge of receiving reports of suspected bullying within the same day.

“If you see something, Do Something” – You will hear these words several times throughout this training. This may involve intervening, but will almost certainly involve reporting poor behavior to a teacher, staff, member, administrator, or counselor.

## Major Points for Staff and Volunteers

### HSE Anti-bullying Handbook Policy

- If a staff member does not know who to make a report to, he or she should report directly to the building principal or school district lead administrator.
- Bullying reports to the Department of Child Services and/or law enforcement must be made as required by law, such as when a staff member believes that a student is the victim of abuse or neglect.

If you are not sure who to report suspected bullying behavior go directly to the principal where the behavior occurred. If you are not sure who to contact, you can also report the incident to the HSE Superintendent of Schools at the administration building and we can make sure the issue is addressed. Reporting of bullying behavior does not take the place of reporting child abuse or neglect to the Department of Child Services (DCS).

## Major Points for Staff and Volunteers

### HSE Anti-bullying Handbook Policy

- Any person who makes a report of bullying behaviors and requests to remain anonymous will not be personally identified as the reporter or complainant to extent permitted by law.
- HSE Schools will act appropriately to discipline staff members, volunteers, or contracted service providers who receive a report of bullying behavior and fail to initiate or conduct an investigation of a bullying incident and for persons who falsely report an incident of bullying. The school district will act appropriately to discipline students, staff members, visitors, or volunteers who make false reports of bullying.

You can report incidents confidentially directly to administrators or through our text-a-tip program. We expect our entire school community to respond appropriately to reports and retain the right to discipline individuals who fail to respond or who make false reports.

## Major Points for Staff and Volunteers

### HSE Anti-bullying Handbook Policy

- Once a report of suspected bullying is received by the designated school administrator, an expedited investigation shall follow. The investigation should be facilitated by the designated school administrator or other appropriate school staff.
- The investigation will be initiated within one (1) school day of the report to the designated school administrator and will ordinarily be completed within ten (10) school days.

Reporting of facts (who, what, when, where, and why) is important to assist administrators in conducting a thorough investigation. Taking note of the student exhibiting bullying behaviors, the target of the those behaviors, and witnesses is extremely important to the investigative process.



## Major Points for Staff and Volunteers

### HSE Anti-bullying Handbook Policy

- If a report of suspected bullying is substantiated through an investigation, then the school district shall take appropriate intervention and responses as consistent with policy and procedure.
- HSE Schools will take prompt and effective steps reasonably calculated to stop the bullying, remedy the bullying, and prevent the bullying from recurring.



## Major Points for Staff and Volunteers

### HSE Anti-bullying Handbook Policy

- Interventions and responses include, but are not limited to: separating the student exhibiting bullying behavior and the target; follow-up school counseling for the target; bullying education for the student exhibiting the bullying behavior, and prompt disciplinary action against the student exhibiting the bullying behavior. These steps should not penalize the target of the bullying.
- Disciplinary actions against the student exhibiting the bullying behavior may include, but are not limited to suspension and expulsion. Also, if the acts of bullying rise to the level of serious criminal offense the matter may be referred to law enforcement. HSE Schools shall inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services.

It is our responsibility to help and support the target of the bullying and to also help the student exhibiting the bullying behaviors to turn to a more positive and productive path.

## Major Points for Staff and Volunteers

### HSE Anti-bullying Handbook Policy

- Parents are encouraged to be involved in the process of minimizing bullying. Parents should report suspected acts of bullying to an appropriate school official.
- In addition, parents of students suspected of bullying will be notified with a phone call or through other appropriate means of communication.

It is imperative that the whole school community work together to keep our schools bully-free. Our parents play a key role in this effort.

## Major Points for Staff and Volunteers

### HSE Anti-bullying Handbook Policy

- Conversely, parents of students suspected of being the target of acts of bullying will also be notified with a phone call or through other means of appropriate communication. Parent notifications will occur in an expedited manner within two (2) school days after the designated school administrator receives the report of suspected bullying.
- Parents of students who are disciplined for acts of bullying will be involved in the disciplinary process consistent with the law and school district policy.

## Frequently Asked Questions

This next session will present some practical information and hopefully answer many of the questions you may have about your role in addressing bullying or other types of poor behavior you may observe while working or visiting our schools.

## Frequently Asked Questions

Q: What if I'm not sure a student's behavior is bullying or just bad behavior?

A: Administrators have been trained to make that determination. Your responsibility is to report any instance you observe that you believe could be bullying behavior.

Read Slide

## Frequently Asked Questions

Q: How can I report information confidentially?

A: Administrators will not disclose your identity if you want to report information directly to them confidentially. You can also use our text-a-tip program by texting information to 274637 (CRIMES). You must begin your text with “#” sign and the school’s initials (i.e. #FHS). You can also make confidential reports through a web link on each school’s website.

Read Slide



## Frequently Asked Questions

Q: If I witness poor behavior that I do not believe is bullying behavior should I still report it?

A: Staff must use professional judgment on what level of poor behavior should be reported to administration. Teachers have well crafted classroom management plans to correct and discipline students who make poor choices. Remember, if you believe it could be bullying behavior, you must report it.

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## Myths About Bullying Behaviors

One of the difficulties in dealing with Bullying Behaviors is that there are many myths about how to address the countless scenarios where these behaviors can occur. Hopefully by understanding some of these myths, you will be more equipped to intervene and support targets of bullying behaviors and stop poor behavior from reoccurring.

## Myths About Bullying Behaviors

**If students laugh or smile when they are teased by others, they are “OK” with it. FALSE.**

*No one can predict how another person takes a “put down” sometimes people smile and laugh because it’s less embarrassing than crying or getting into a confrontation.*

**Some people deserve to be bullied because they bring it on themselves. FALSE.**

*No one ever deserves to be bullied or “asks for it.” Students who exhibit bullying behavior often target people who are “different” in some way. Being different is not a reason to be bullied.*

Read Slide

## Myths About Bullying Behaviors

**Bullying is a normal part of growing up. FALSE.**

*Getting teased, picked on, pushed around, threatened, harassed, insulted, and abused is not normal.*

**The best way for students to deal with a bully is to fight back or get even. FALSE.**

*Fighting can result in students getting hurt and in trouble. It only makes things worse. We want our students to learn to be assertive, not aggressive or passive.*

**The best way for students to deal with bullying is to ignore it. FALSE.**

*Ignoring mistreatment seldom solves the problem and can have a negative effect on students. We want our students to learn to be assertive, not aggressive or passive.*

Read Slide

# Myths About Bullying Behaviors

**People who are bullied will get over it. FALSE.**

*Bullying behaviors can hurt for a long time. Some students have dropped out of school because of being bullied. Other have become so sad, afraid, or depressed that they have hurt themselves or others. It is a serious problem.*

**Sometimes bullying behaviors may help the child stand up for himself/herself. FALSE.**

*We want to teach our students to stand up for themselves without experiencing the negative effects of bullying behaviors. There is no setting where bullying behaviors are helpful.*

Read Slide

## Myths About Bullying Behaviors

**I shouldn't intervene because I don't have the skills or training. FALSE.**

*We expect all adults to intervene in situations where students are exhibiting poor behavior. It doesn't take any special training or skills to stop poor behavior and report it to a counselor, administrator, or other designated staff member.*

**If I intervene it will only add fuel to the fire and result in increased bullying. FALSE.**

*It is much more likely that bullying and/or other inappropriate behaviors will increase without adult intervention. If you see something, do something. We expect all adults in our schools to intervene if inappropriate behavior is occurring.*

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# Anti-Bullying Law Overview and Terminology

The following section contains information specific to anti-bullying laws, bullying prevention, and the terminology associated with anti-bullying education.

# Bullying Prevention and the Law

## ► Bullying is defined for Indiana schools in HEA 1423

### ► IC 20-33-8-0.2 – “Bullying” means:

- Overt (intentional) unwanted, repeated acts or gestures including:
  - *Verbal or Written communication, or images* transmitted in any manner (including digitally or electronically)
  - *Physical acts* committed, *aggression*, or *any other behaviors* that are committed by a student or group of students against another student *with the intent to*
    - **Harass, ridicule, humiliate, intimidate, or harm** the targeted student and
    - Create for the targeted student **an objectively hostile school environment**

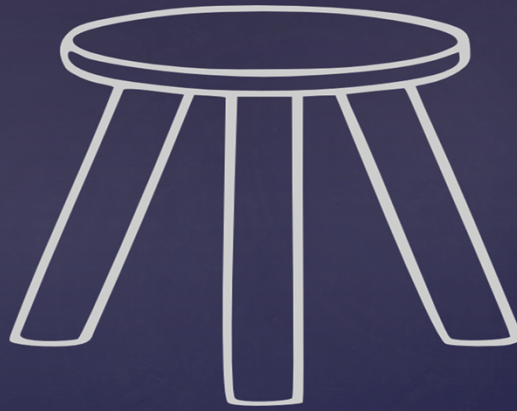
Indiana Code 20-33-8-.2 defines Bullying for schools. Bullying behavior is intentional. It is meant to cause physical, emotional, or social harm. Bullying also creates an environment where the targeted student feels un-comfortable or un-safe. This law calls the sense of fear a “hostile school environment.” Bullying prevention research calls this an “imbalance of power” between the targeted student and the bullying student. All three of these characteristics make this type of peer abuse “Bullying.”

### Bullying Defined IC 20-33-8-0.2 (continued)

- ▶ An “*objectively hostile learning environment*”:
  - places the targeted student in *reasonable fear or harm* to the to the targeted student’s **person or property**;
  - has a *substantially detrimental effect* on the targeted student’s **physical or mental health**;
  - has the *effect of substantially interfering* with the targeted student’s **academic performance**; **OR**
  - has the *effect of substantially interfering* with the targeted student’s ability to **participate in or benefit from the services, activities, and privileges provided by the school**

An “objectively hostile learning environment” helps to determine in what ways a targeted student may feel un-safe. This can relate to the student’s person or their property. They may also feel that their physical or mental health is threatened. Bullying can result in the targeted student’s decline in academic growth or ability to focus on learning. Students targeted in bullying may also feel a fear to participate in social or extra curricular activities. All of these concerns are due to a feeling of intimidation or an “imbalance of power” – be it physical, emotional, or social.

## Defining Bullying in Simple Terms



Unwanted,  
aggressive behavior

Repeated or potential  
for repeated behavior

Real or  
perceived  
power  
imbalance

To simplify the way we remember the definition of bullying as well as when we are identifying behaviors as bullying, think of a three-legged stool. For a behavior or incident to be labeled as bullying, all three legs must be in place. First, the incident/behavior was unwanted and is deemed as aggressive. It has been repeated or has the potential to be repeated. Finally, there is a power imbalance, either perceived or real, between the two students in question. That third leg, power imbalance, is very important when understanding if this incident is truly a bullying incident. Remember your duty is to report the behaviors – a trained administrator will determine whether it is bullying behavior or not.

# Terminology

**Target** Or Victim: Student that has been bullied

Bullier Or **Student Exhibiting Bullying Behavior**:

Student that has been identified as exhibiting behavior that was determined to be bullying

**Witness** Or Bystander: Student(s) that have observed another student being bullied

*Note: The terms in underlined bold print are preferred language in hopes to help change thinking surrounding bullying.*

Bullying terminology is ever-evolving. This slide contains the most common terms associated with bullying prevention work. Target is the student that has been on the receiving end of the bullying behavior. Bullier or student that has exhibited bullying behavior is the student that was reported and the behaviors of this student were identified as bullying. Witness is a student that has observed the bullying behavior. The words in bold print are preferred terms as it empowers students to speak up and take action against bullying.

# Types of Bullying

- Physical
- Verbal
- Social/Relational
- Electronic or Written Communication

The Indiana Department of Education has identified four categories of bullying behaviors: Physical, Verbal, Social, and Electronic/Written Communication

It is helpful to use these categories when identifying bullying behaviors. These categories are also used to collect data on incidents of bullying in schools by the Indiana Department of Education. Physical and Verbal are self-explanatory. Social / Relational includes activities that can have a negative impact on a student's social status or personal relationships. This type of bullying includes rumors, social exclusion, manipulation, etc. Electronic / Written communication include cyber-bullying, collective or group note writing, and so on.



# Physical Bullying

**Physical bullying involves hurting a person's body or possessions.**

Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

This slide defines physical bullying and provides examples. Research shows that boys more often are the targets and bullies of physical bullying.

# Verbal Bullying

**Verbal bullying saying mean things.**

Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

This slide defines verbal bullying and provides examples.

# Social/Relational Bullying

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.

Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

This slide defines social/relational bullying and provides examples. Research shows that girls more often are the targets and bullies of social/relational bullying.

# Electronic or Written Bullying

**Electronic or Written Communication Bullying (including all forms of Cyberbullying) is bullying that takes place through the use of written messages or using various forms of electronic technology.**

Examples of Electronic bullying include:

- Mean text messages or emails,
- Rumors sent by email or posted on social networking sites, and
- Embarrassing pictures, videos, websites, or fake profiles.

This slide defines electronic/written communication bullying and provides examples

# What is NOT Bullying?

- ▶ There are many other types of aggressive behaviors that do not fit the definition of bullying. This does not mean that they are any less serious or do not require intervention.
  - ▶ Peer Conflict
  - ▶ Teen Dating Violence
  - ▶ Hazing
  - ▶ Gang Violence
  - ▶ Harassment
  - ▶ Stalking

It is critical to understand that not EVERY aggressive or harmful act is bullying, though aggressive or harmful acts are still serious and require intervention. Proper and ongoing training will help prepare staff and students to clearly understand what constitutes bullying. It may be helpful to refer to your school's policy on violence, hazing, gangs, harassment, and stalking so you can help provide clear definitions of each and compare to that of bullying.

## Students Exhibiting Bully Behaviors

This next section discusses characteristics and potential risk factors of students that may be prone to exhibiting bullying behaviors.



## Characteristics of Students Exhibiting Bully Behaviors

- Aggressive or easily frustrated
- Have less parental involvement
- Experiencing issues at home
- Think badly of others
- Have difficulty following rules
- View violence positively
- Limited affect/empathy for others
- Repeatedly pursues
- Loves power and control

This slide lists some of the characteristics of students that may be prone to exhibiting bullying behaviors. Supports and programming for students that have these characteristics are vital to a comprehensive bullying prevention program. Our Positive Behavioral Intervention and Support (PBIS) program is designed to provide proactive strategies to help students turn from bullying behaviors.

# Characteristics of Students Exhibiting Bully Behaviors

## Gender differences

- Boys are more likely to bully than girls.
- Boy bullies are more likely to physically assault and injure victims.
- Girl bullies are more likely to engage in relational aggression involving teasing, ridicule, spreading rumors.

## Age differences

- Bullying tends to increase with age.
- Peaks in middle school.
- Physically-aggressive acts decrease while verbal abuse remains constant over time.

Research can give us interesting and helpful developmental insights about bullying behaviors.

## Kids Who Exhibit Bullying Behaviors...

Kids who exhibit bullying behaviors tend to also engage in violent and other risky behaviors into adulthood. They are more likely to:

- Abuse alcohol and other drugs in adolescence and as adults.
- Get into fights, vandalize property, and drop out of school.
- Engage in early sexual activity.
- Have criminal convictions and traffic citations as adults.
- Be abusive toward their romantic partners, spouses, or children as adults.
- Have lower grade point averages and SAT scores.
- Poor work habits.
- Negative attitudes toward school.

Source: [www.stopbullying.gov](http://www.stopbullying.gov)

Students that exhibit bullying behavior are more likely to engage in risky behaviors. Research also has linked student bullying to later abuse in life (both domestic and child). It is important to provide interventions that focus on empathy development for students that bully.

## Targets of Bullying Behavior

This sections shares characteristics of students who are targets of bullying behavior and warning signs that may indicate that a student has been a target of bullying behavior. The effects of being a target of bullying is also discussed.

## Targets of Bullying Behavior

### Passive Targets

- Most common type.
- Anxious, insecure, fail to defend self.
- May be shy, quiet, lacking in social skills.
- Remember that friendships and positive peer interactions are protective factors.

### Provocative Targets

- Described as hot-tempered, volatile, restless, anxious.
- Attempt to retaliate with aggressive behavior when provoked.

This slide describes the characteristics of the two most common types of Targets of Bullying Behavior

## Targets of Bullying Behavior

- ▶ Perceived as “being different” from peers
- ▶ Perceived sexual orientation
- ▶ Perceived ability/disability level
- ▶ Perceived socioeconomic status
- ▶ Poor social skills
- ▶ Socially isolated/few friends
- ▶ Overweight/underweight
- ▶ Many more....basic premise of “perceived difference”

Anyone can be the target of bullying. However, according to the National Education Association survey<sup>1</sup>, educators reported that bullying based on a student’s weight (23%), gender (20%), perceived sexual orientation (18%), and disability (12%) were of most concern in their school. It is important to be aware that these student populations may be at a higher risk for bullying and develop support and programming to ensure safety. Another important step is to survey your school community to determine the student population(s) that is at high-risk to be the targets of bullying.

<sup>1</sup> NEA survey: school staffs need more help to prevent bullying:  
<http://www.nea.org/home/42869.htm>



# Students with Disabilities

- Children with disabilities may have more problems interacting socially with peers.
- Students with disabilities may lack peer support that might decrease the probability of being a target.
- Students with disabilities may have more difficulty processing social cues.
- Students with disabilities may have mannerisms or behaviors that result in being a target.

It's important to note that some students with disabilities have special needs that makes them more vulnerable to becoming a target of bullying behaviors. It is particularly important to be observant of students with special needs. Often, students displaying poor behaviors towards special needs students lack understanding of the challenges these students face. Intervention is especially important in these settings.

## Warning Signs That a Student May Be a Target

- Unexplainable injuries
- Lost or destroyed clothing, books, possessions
- Frequent headaches, stomach aches or illnesses
- Changes in eating habits
- Difficulty sleeping
- Declining grades or interest in school
- Not wanting to go to school
- Sudden loss of friends
- Avoidance of social situations
- Decreased self-esteem
- Self-destructive behaviors

Helpful signs for teachers, school staff, and parents to watch for in their students. If a student is exhibiting any of these warning signs, it is recommended that the student be referred to the school counselor.

# Effects of Bullying

## Kids Who are Targets of Bullying Behaviors...

### Are more likely to experience:

- Depression and anxiety
- Increased feelings of sadness and loneliness
- Loss of interest in activities they used to enjoy

Note: These issues may persist into adulthood.

Source: [www.stopbullying.gov](http://www.stopbullying.gov)

The effects of bullying are detrimental to a student's success in school and can potentially negatively impact success in life. There can be long-term effects on the target.

# Effects of Bullying

## Students that Witness Bullying...

Kids who witness bullying behaviors are more likely to:

- Have increased use of tobacco, alcohol, or other drugs
- Have increased mental health problems, including depression and anxiety
- Miss or skip school

Source: [www.stopbullying.gov](http://www.stopbullying.gov)

Witnesses are a group of students that have observed bullying incidents. This group of students are oftentimes overlooked when providing interventions and supports. Students that observe bullying have been linked to risky behaviors as well as decreased attendance and low school connectedness.

# Strategies For Prevention

Source: [www.stopbullying.gov](http://www.stopbullying.gov)

This slide contains a brief overview of components within a comprehensive bullying prevention and intervention program.

# Strategies For Prevention

- Comprehensive school plans to address bullying
- Policy
- Appropriate responses/consequences to identified bullies and targets
- Professional development for ALL staff/faculty
- Parent training
- Build empathy toward others
- Teachable moments to build community and model appropriate behavior
- Student empowerment

Source: [www.stopbullying.gov](http://www.stopbullying.gov)

This slide contains a brief overview of components within a comprehensive bullying prevention and intervention program.



# Training ALL School Staff

Bullying is everyone's problem. It will only be controlled through a total school effort.

Administrators, faculty and staff who may witness bullying in their school this year include:

- Teachers, Instructional aides & substitute teachers
- Administrators & Counselors
- Cafeteria staff
- Bus Drivers
- Custodians
- Parent volunteers

Effective bully prevention requires the awareness of the entire school staff. Consistent supervision and reporting protocols are essential in order to maintain a safe school environment.

# Training ALL School Staff

School administrators are now required to hold their staff accountable for recognizing and reporting acts of bullying. We all need to be aware of:

- The definitions of bullying
- How to recognize bullying when we see it
- What are our schools protocols for reporting incidents to administrators
- How we can contribute to creating a safe school environment

The state of Indiana recently passed new legislation with tougher anti-bullying laws. This new legislation will hold school administrators and the members of their staff accountable to how they respond to bullying when it occurs. It is important to know how to recognize bullying and the correct protocol for reporting an incident in the school.

## Bullying Behaviors Can Occur Anywhere in the School Setting

Many times there will be a bullying incident outside of the classroom, in less structured areas of the school such as hallways or the cafeteria. Everyone on the staff should be skilled at recognizing bullying behavior and how to react appropriately.

## In the Classroom

By design, students spend a majority of their school day within the classroom. Teachers, instructional aides, parent volunteers and substitute teachers have considerable interaction with students and therefore can have a considerable impact on bullying prevention.

Here is what you can do:

Because teachers spend such a high percentage of school time with the students, they typically witness a wide range of student behaviors, both positive and negative.

## HOW CAN I INTERVENE WHEN I OBSERVE BULLYING IN THE CLASSROOM?

- Create a safe and supportive environment in your classroom.
- Develop rules with your students so they set their own climate of respect and responsibility.
- Use positive terms like what “to do” rather than what “not to do.”
- Manage student behavior. Overall, well-managed classrooms are less likely to have bullying.

Effective classroom management will always contribute to a positive learning environment. The positive, respectful climate you create will also deter bullying behaviors. Daily teaching, modeling, and emphasizing the HSE Character Skills for Success provides students with a basic framework for the development of good character.

## HOW CAN I INTERVENE WHEN I OBSERVE BULLYING BEHAVIORS IN THE CLASSROOM?

- Learn about bullying behaviors so you can effectively identify them.
- Intervene immediately. It's okay to get another adult to help if necessary.
- Separate the students involved.
- Stay Calm. Reassure the students involved, including witnesses.
- Model Respectful behavior when you intervene.
- Follow your school's incident reporting protocols.
- Refer the victim to medical or counseling support if necessary.

Many teachers are trained and experienced in intervening when students exhibit negative behaviors in their classrooms. Remaining calm, respectful and supportive are strong components of any effective intervention.



## A note to Substitute teachers...

You may be more likely to see bullying behaviors than the full time teacher. Students sometimes feel that classroom rules don't apply on days that they have a substitute teacher. Knowing this, your preparation on the days you substitute teach can greatly impact behaviors in your classroom.

Things you can do are:

- Learn the teachers classroom rules and **be consistent**.
- Know ahead of time how to report any behaviors that require disciplinary action.
- Learn about bullying definitions & descriptions.

Source: [www.stopbullying.gov](http://www.stopbullying.gov)

A Note to Substitute Teachers: Stepping into another teacher's classroom and getting up to speed on procedures and protocols can sometimes be a daunting task. Allow adequate time when you arrive to insure that you understand bullying incident reporting protocols and timetables, as well as other safety and emergency related procedures.

## In the Cafeteria

School food service professionals can have a big impact on anti-bullying efforts.

The less structured nature of most school cafeterias make them environments with increased opportunities for bullying behaviors.

If you are a food service staff member, here's what you can do:

Students who would not normally act out in a classroom under the close supervision of a teacher may find the unstructured setting of the cafeteria an opportunity to bully others. As food services professionals, you are in contact with the students on a daily basis and can witness both positive peer interaction and incidents of peer maltreatment.

## HOW CAN I HELP PREVENT BULLYING BEHAVIORS IN THE CAFETERIA?

- Create a positive cafeteria environment by treating students the way you'd like them to treat each other.
- Use positive non-verbal interactions – a smile or nod or thumbs up
- Notice something positive about the students and do or say something about it to them or someone else where they can hear it.
- Don't expect students to solve bullying incidents themselves; they lack the skills.
- Encourage students to report incidents of bullying to you and other adults.

Remember that while you are performing your job, you are also a role model. How you interact with the students helps to create a positive caring environment in the cafeteria.

## HOW CAN I INTERVENE WHEN I OBSERVE BULLYING IN THE CAFETERIA?

- When you see something, do something – be assertive and calm.
- Express strong disapproval of and stop bullying when it occurs.
- Report incidents as required by your school's policy.

Source: National Education Association ([www.nea.org](http://www.nea.org))

It is important to know the difference between peer conflict, other isolated incidents of peer maltreatment, and bullying, which is an unwanted act of aggression that is a repeated act, demonstrating a real or perceived imbalance of power between the bully and the target. It is recommended that you discuss with your supervisor how to report an incident when you observe one. Do not expect the target of bullying to be able to stop the incident by themselves. They need your help.

## On the Bus

The bus is a place where bullying behaviors can occur on a frequent basis. Bus drivers can make a big difference in reducing these behaviors and creating an environment that sets the students up for success once they arrive at school.

Students begin and end each day of their educational experience on the bus. They will look to the bus driver to determine the limits of acceptable behaviors. Consistency in maintaining a respectful environment on the bus can deter a number of negative behaviors.

## HOW CAN I INTERVENE WHEN I OBSERVE BULLYING BEHAVIORS ON THE BUS?

Explain that you expect for students to follow the rules while on the bus. Remind that name calling and put downs are bullying behaviors and are strictly forbidden on your bus.

- Model Respect for each child.
- Create a caring, respectful, and cooperative climate on the bus by:
  - Greeting students daily.
  - Ask students how their day went.
  - Try to learn the names of students on your bus.
- Strongly encourage students to report anything that makes them feel uncomfortable or afraid during the bus ride.
- Encourage parents to stand at bus stops.

Once you have had an opportunity to communicate your behavioral expectations with the students, review them often. The combination of modeling positive behaviors and reminding students that maintaining a safe and respectful environment is your top priority will help them self monitor their behaviors.



## HOW CAN I INTERVENE WHEN I OBSERVE BULLYING BEHAVIORS ON THE BUS?

- Speak Up – Stop the Action!
- Pull over and stop the bus if it is safe to do so.
- Support the target.
- Name the bullying behavior.
- Refer to the school and bus rules.
- Impose immediate consequences (at least move bully near you).
- Encourage the witnesses.
- Report the incident immediately, following school corporation protocols.

Source: Monroe County Community School Corporation

It is recommended that bus drivers review intervention and reporting protocols with your school corporation's Director of Transportation and other drivers. Being confident in dealing with negative behaviors, including bullying behaviors, will increase your effectiveness and authority.

## In the Hallways & Common Areas

- Crowded hallways are environments that are capable of promoting aggressive behavior.
- It is important for administrators to coordinate teachers and staff to insure an adequate level of supervision.
- **A key role can be played by custodians.** The nature of their role in the school allows custodians to observe student behavior throughout the school building each day.

Hallways and common areas are another area of concern.

It is recommended that as many staff as possible supervise passing periods in the halls. A strong adult presence will help deter potential peer maltreatment and allow staff to remain aware of repeated acts such as bullying.

## HOW CAN I INTERVENE WHEN I OBSERVE BULLYING BEHAVIORS IN THE HALLWAYS & COMMON AREAS?

- Establish a culture of inclusion and respect that welcomes all students.
- Maintain adequate supervision in hallways and common areas at all times.
- Role model a positive and respectful attitude when interacting with students.
- Be aware of “Hot Spots.” Bullying behaviors may be more likely to occur in areas with little or no adult supervision.

Hallway supervision is an excellent time to interact positively with students, modeling a positive school culture. There is no greater fundamental step to keeping schools safe than adult supervision.

## HOW CAN I INTERVENE WHEN I OBSERVE BULLYING BEHAVIORS IN THE HALLS?

- Calmly intervene. If the situation warrants it, get another adult to help.
- Do not publically criticize the students involved.
- Follow your school's incident reporting protocols.
- Provide support for the victim if necessary.

Source: [www.stopbullying.gov](http://www.stopbullying.gov)

Always try to remain calm and respectful when intervening in the hallway, but make sure you can identify the students involved. This is sometimes more difficult in the hall versus a classroom setting, but it is important for effective follow up once the incident has been reported.

A large, solid dark blue rectangle occupies the upper half of the page. Centered within this rectangle is the word "Remember...." in a white, sans-serif font.

# Remember....

Please take time to make sure you are completely comfortable in your understanding of what defines a bullying incident and the correct way to intervene and report one. Your awareness and effectiveness will help stop bullying as it occurs and will reduce the likelihood of future incidents

# HSE Character Education Committee's Mission Statement

Hamilton Southeastern Schools will foster the growth and development of character in our students in order to create a positive school environment and equip our students with the skills needed to be good citizens.

The HSE Board of School Trustees adopted the Character Education Committee's Mission statement and nine Character Skills for Success to promote the development of good character in our students. Focusing consistent quality time teaching students what "to do" rather than "what not to do" is time well spent. Good behavior should be recognized, rewarded, and expected.



# HSE Character Skills

- **Honesty** - Being truthful with myself and others regardless of the outcome
- **Caring** - Kindly showing concern for others and my surroundings with my actions and words
- **Respect** - Showing high regard for the dignity, thoughts, roles, and property of myself and others
- **Responsibility** - Doing what is expected of me and being accountable for my thoughts, words, and actions
- **Self-control** - Choosing to think, say, and do what is right in any situation
- **Trustworthiness** - Being someone others can count on to do the right thing
- **Determination** - Meeting challenges courageously and never giving up regardless of the obstacles
- **Forgiveness** - Accepting imperfection in others and myself with a willingness to move forward
- **Fairness** – Treating others without favoritism or prejudice and expecting the same for myself.

A committee of students, teachers, administrators, staff, parents, and community members chose these nine skills from surveys collected from all students in grades 5-8. The students played a key role in creating student-friendly definitions for each skill. Regular review of these skills provides a solid framework for the development of good character and a positive school environment.

# PBIS Structure

- Positive Behavioral Interventions and Supports (PBIS) is a prevention-oriented, multi-tiered framework that involves evidence-based behavioral practices to improve social and academic outcomes for ALL students.
- A goal of PBIS is to provide a safe and caring environment for ALL students.
- This process is based upon a premise that students and staff should have supports available to prevent problem behavior, including bullying.
- In 2010, schools within the HSE District began implementing a PBIS framework within their respective buildings.

(Sugai, Horner, & Algozzine, 2011)

Our PBIS program provides an organized and proactive process to both support students with behavioral struggles and encourage school wide positive behavior.

## Anti-bullying ZONE!

- Bullying is **prohibited** by the School Corporation. Students who commit any acts of bullying are subject to discipline including but not limited to suspension, expulsion, arrest, and/or prosecution.
- Staff are to intervene and communicate any report, observation, or other types of information of possible bullying behaviors to the appropriate school administrator for investigation.
- Report exactly what you observed in detail, but do not label it “bullying” unless the substantiated facts meet the definition of “bullying”

MSOffice2

In review - Lets all do our part in making HSE Schools an Anti-Bullying Zone – remember you must intervene and report any instances of possible bullying behaviors to the school administrator.

MSOffice2 Added  
, 8/8/2013

### **When you see something, do something.**

- Intervene by separating the students involved.
- Get their names, but do not question students in front of other students.
- Report the incident following your school's guidelines.
- The students can then be questioned individually.
- Don't try to resolve the incident on the spot.
- Don't assume that students can work it out without adult help.

Source: [www.stopbullying.gov](http://www.stopbullying.gov)

Your response to a bullying incident is helpful on many levels. First, your intervention provides immediate support to a student who is the target of bullying. Your commitment to becoming involved and intervening in peer maltreatment models the type of behavior you would like to see in your students. You become an active contributor to a positive school culture.

Remember the catch-phrase, "When you see something, do something!"

## **In Closing Remember...**

It takes everyone working together to make your school a safe and supportive environment where every student feels welcome and ready to learn.

- Learn about bullying behaviors and how it differs from other student behaviors.
- Make sure you are well versed in your school's bully incident reporting protocols.
- Make the development of a positive school climate your priority. Promote it in the classroom, on the bus, in the cafeteria, in the halls, at home, and in the community.
- Together we can make HSE Schools a special place for students to learn and grow!

Please take time to make sure you are completely comfortable in your understanding of what defines a bullying incident and the correct way to intervene and report one. Your awareness and effectiveness will help stop bullying as it occurs and will reduce the likelihood of future incidents. If you have any questions or concerns, please seek out information from your school Principal or Counselor, or contact the Department of Students Services in the HSE Administration Building. Thank you for your time and effort in making our schools a special place for students to learn and grow!



# Anti-Bullying Training Quiz

You have now completed the HSE Schools Anti-Bullying Training. You may now go back to the survey monkey link on the HSE website to verify your training.

Thank you,

HSE Schools