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Bullying Recognition and Prevention

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KES Training

Bullying – Recognition & Prevention



Bullying Training Agenda

Agenda

1. Bullying Defined
2. Recognize and Understand Bullying Behavior
3. Bullying as Harassment
4. Handling Bullying Situations
5. Classroom Management Tips





Bullying – Definition

Bullying Defined:

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

To Classify as “Bullying” the behavior must:

- Be aggressive or unwanted in nature
- Involve an Imbalance of Power (such as physical strength, popularity that is used to control others)
- Repetition – bullying behaviors happen more than once or have the potential to happen more than once



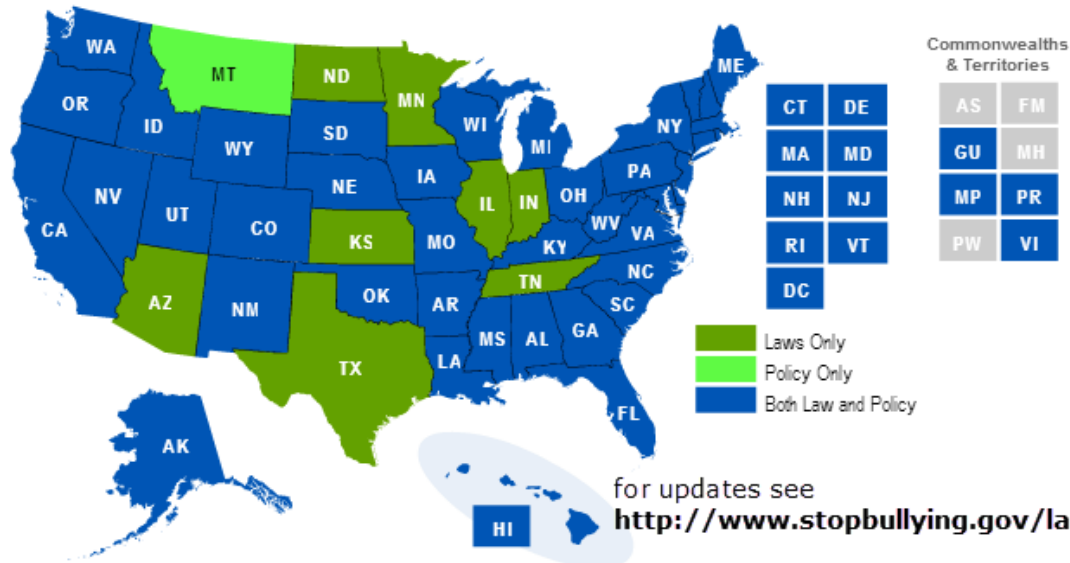
Bullying – Definition

State Law or Legislation Definitions

It is important to know the laws regarding bullying in your state as **some states incorporate a ‘legal’ definition of bullying into legislation.** Increasingly, more and more states are implementing laws and statutes that mandate bullying training, requires schools to establish specific reporting requirements, etc.

State Anti-Bullying Laws & Policies

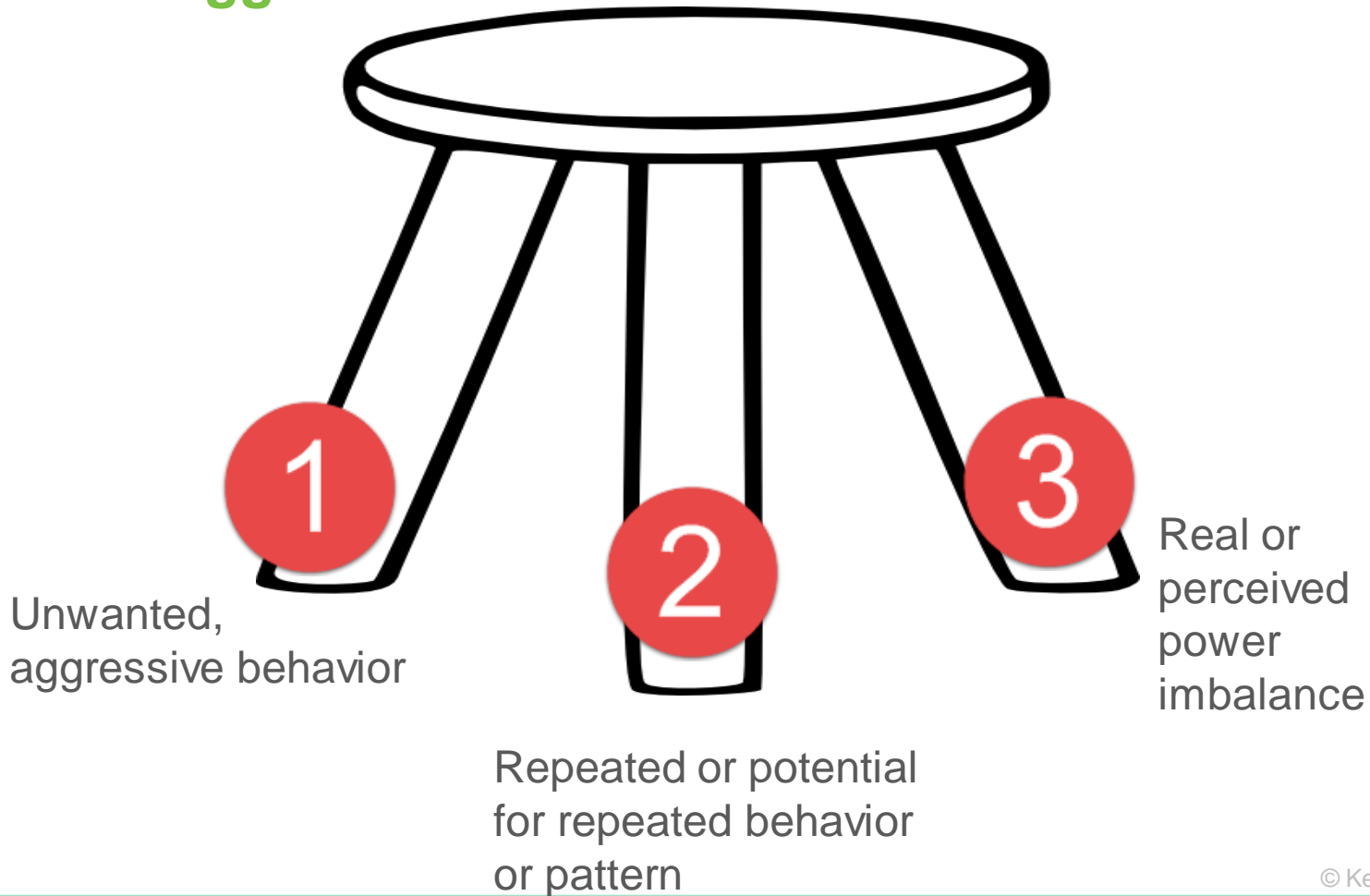
As of Sept 2014





Defining Bullying in Simple Terms

“Three Legged Stool”





Understanding Bullying

Recognize and Understand Bullying

There are nationwide efforts going on to reduce and prevent bullying in schools.

Bullying is most often directed at individuals who are seen as “different” in one way or another and is defined **as influencing others through force or threats of force.**

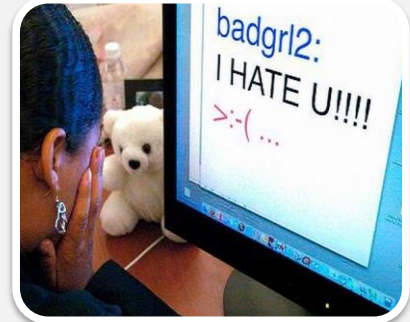
As the teacher, it is your job to keep all of the students in your care safe. That means that you must be able to recognize bullying and you must work to stop/prevent it as much as possible.

Forms of Bullying

- Verbal – name-calling, often actually takes the form of “harassment”
- Physical – pushing, shoving, hitting, kicking, confinement, threatening physical harm
- Emotional – isolation or shunning, rumors, false friendships, often prevalent in girls
- Cyber – any bullying that takes place over the internet or digital devices
- Harassment – legally-defined form of bullying



Examples of Bullying



Verbal

- Teasing
- Name calling
- Inappropriate sexual comments
- Threatening harm

Physical

- Hitting
- Kicking
- Tripping
- Pushing
- Mean or rude hand gestures

Emotional

- Leaving someone out on purpose
- Spreading rumors
- Embarrassing someone in public

Cyber

- Mean texts or emails
- Rumors via email or social network posts
- Embarrassing cell-phone pic



Harassment – A special form of Bullying

Some forms of bullying actually qualify as legally-prohibited actions: **Harassment**. Under the harassment statutes individuals are protected from comments or behavior motivated by an individual's (or their family member's) actual or perceived:

- **race,**
- **creed,**
- **color,**
- **national origin,**
- **marital status,**
- **sex,**
- **sexual orientation,**
- **or disability.**

This means that one student calling another a racial or ethnic slur is not just bullying, it's harassment. Remember that Harassment must be **REPORTED**.



Handling Bullying

The good news is that handling bullying is very simple: handle it the way you would any violation of the “rules” or expectations of behavior. For example, if a student calls another a name, that is a violation of the expectation that students speak appropriately to one another.

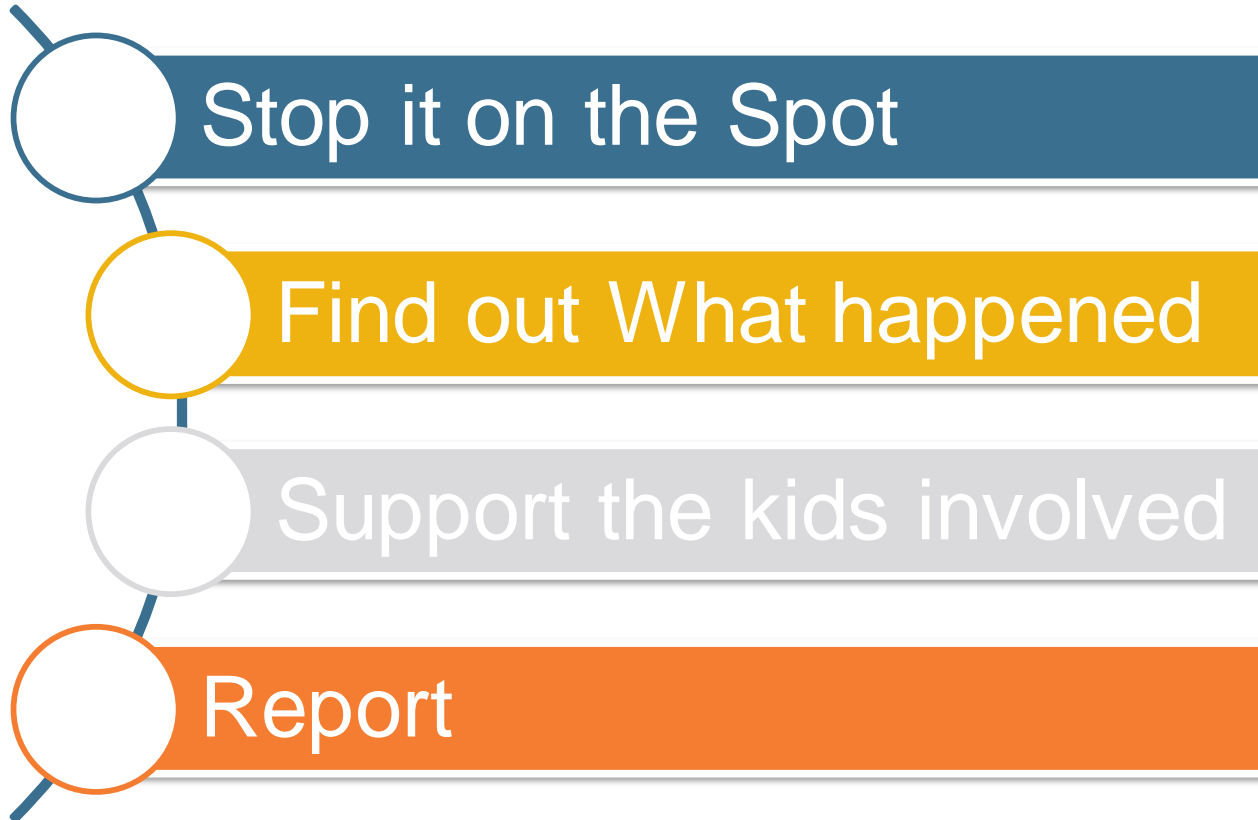
1. *Remind the student of the expectation.*
2. *Apply whatever the first consequence would be. It might be a warning the first time.*

It's important that you **not overreact** just because the behavior is bullying. It's just one more example of socially unacceptable behaviors that must be changed/guided by an adult. If you remain calm and avoid becoming a bully yourself, you can nip bullying behaviors in the bud early.

Do not allow repeat violations without consequences! It is VERY important that you stop a bully from repeating his/her behaviors a second time. If he/she does repeat bullying behaviors, escalate the consequences or send him/her to the office. Be sure to follow any school-specific bullying reporting procedures in affect.



Handling Bullying





Stop Bullying on the Spot

Stop it on the Spot

- **Intervene immediately with authoritative voice. DO NOT TOUCH the children. Send someone for help.**
- **Separate the kids involved.**
- **Make sure everyone is safe.**
- **Meet any immediate medical or mental health needs.**
- **Stay calm. Reassure the kids involved, including bystanders.**
- **Model respectful behavior when you intervene.**

Don't ignore it. Don't think kids can work it out without adult help
Don't immediately try to sort out the facts.
Don't force other kids to say publicly what they saw.
Don't question the children involved in front of other kids
Don't make the kids involved apologize or patch relations on the spot



Find Out What Happened

Find out What happened

- Keep all the involved children separate
- Get the story from several sources, both adults and kids
- Listen without blaming
- Don't call the act 'bullying' while you are trying to figure out what happened

Determine if it's Bullying:

What is the history between the kids involved? Have there been past conflicts? (As a substitute you may not know this answer –it is best to let another school official handle it)

Is there a power imbalance? (this is not limited to physical strength and can be difficult to recognize.)

Has this happened before? Is the child worried it will happen again?

It may not matter 'who started it'



Support the Kids Involved

Support the kids involved

- Remember the **NO TOUCH** policy; do not hug the child or take them into a room where you are alone with them.
- Listen and focus on the child – show you want to help
- Assure the child that bullying is not their fault
- Know that kids who are bullied may struggle to talk about it

Supporting the Bullied Child:

Never tell the child to ignore the bullying (if it is bullying behavior)
Do not blame the child for being bullied. Even if he/she provoked it, no one deserves to be bullied
Do not tell the bullied child to 'fight back'

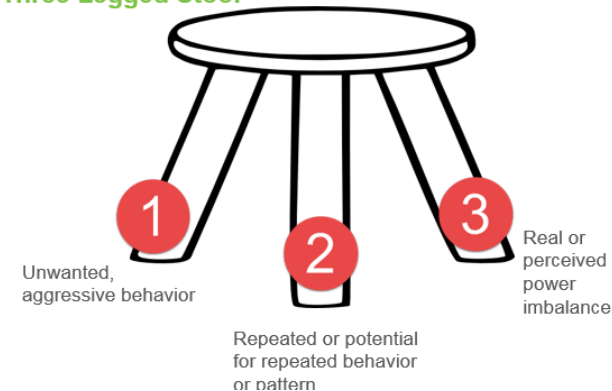


Report

Report

- Determine whether the incident you witnessed actually constituted bullying, understand the facts and your responsibility for reporting them (know your state specific bullying laws)
- Follow the school or district guidelines for reporting
- If necessary, contact the school administrator or principal for what you should do
- Remember not all incidents will classify as bullying by definition. Consider whether the incident was isolated, or perhaps typical school yard antics. Or was harassment possibly involved?

“Three Legged Stool”





TEACHER TALK – Communication Skills

All educators need specific communication skills to ensure that the students understand what is expected of them and to diffuse conflict.

Three specific tools include:

- **Positive Phrasing** – Telling a student what **you DO want** him to say or do, rather than what you don't want. Positive Phrasing is more effective. *Ex. Walk! Instead of, "Don't run!"*
- **Pause Time** – Taking the time **to listen** to a student when he/she is upset, PAUSING to take it in, and then responding. This makes students feel heard, even if you don't agree.
- **"I" Messages** – Composing statements from your own or the "I" point of view to **diffuse conflict**. "You" statements tend to escalate emotional conflicts. *Ex. "I feel frustrated when you interrupt me." instead of, "You never listen!"*





Maintaining Discipline

The following five techniques will help you to maintain discipline in a positive manner:

- **Be Consistent**– This is the **single most important** aspect of preventing and managing discipline problems. You must establish clear guidelines for good behavior and then stick to them consistently
- **Be Firm and Respectful** – How would you want someone to speak to you? You do have to tell students “no”, but you can do it respectfully.
- **Maintain Your Leadership** – You absolutely cannot be your students’ friend. You do want to be friendly, but no matter what happens you must always remember that you are in charge.
- **Give Choices** – Give students choices whenever possible.
- **Use “Cooling Off” Periods** – When a student is very upset, suggest that he/she cool off for a bit before you determine a solution together.



Contact Information

Links and Helpful Web Sites:

<http://www.stopbullying.gov/>

<http://www.pacer.org/bullying/>

<http://www.thebullyproject.com/>

<http://www.stompoutbullying.org/>

