

# **Bullying Prevention Training for ALL School Employees**



# Bullying Prevention Training Outline

- I. Jamari Terrell Williams Student Bullying Prevention Act
- II. Bullying Statistics
- III. What is Bullying?
- IV. Types of Bullying
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- XII. Students As “Upstanders” Against Bullying
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# Training ALL School Employees



**Bullying is everyone's problem. It will only be controlled through a total school effort of Administrators, Teachers, Counselors, Paraprofessionals, Cafeteria staff, Bus Drivers, Custodians, Support Staff, and Parental Support/Involvement.**

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



**The Muscle Shoals City School System is committed to providing a safe and supportive learning environment in which all members of the school community are treated with respect.**

**Consequently, harassment, violence, and threats of violence are prohibited and constitute unacceptable behavior that will not be tolerated.**



- \* **Jamari Terrell Williams Student Bullying Prevention Act** was signed into law by Alabama Governor Kay Ivey and became effective on June 1, 2018. This new Act replaces the Anti-Harassment Policy that had previously been adopted by school systems throughout the state of Alabama beginning with the 2010-11 school year.

# Jamari Terrell Williams Student Bullying Prevention Act 2018

- \* The major change in this new Act is that it expands the current law to include student against student bullying, intimidation, violence, and threats of violence that occur **off school property**. In addition, the new Act specifically includes **cyberbullying, which may also occur off school property**.



# Muscle Shoals City School System Bullying Reporting Procedures

**Report  
it!**

- \* Should a student on a Muscle Shoals City School System campus want to report bullying/harassment, this student must do so by utilizing the official Muscle Shoals City School System's **Student Harassment and Bullying Complaint Form** found on the Muscle Shoals City School website.

# Bullying Statistics

What the Research  
Says About...

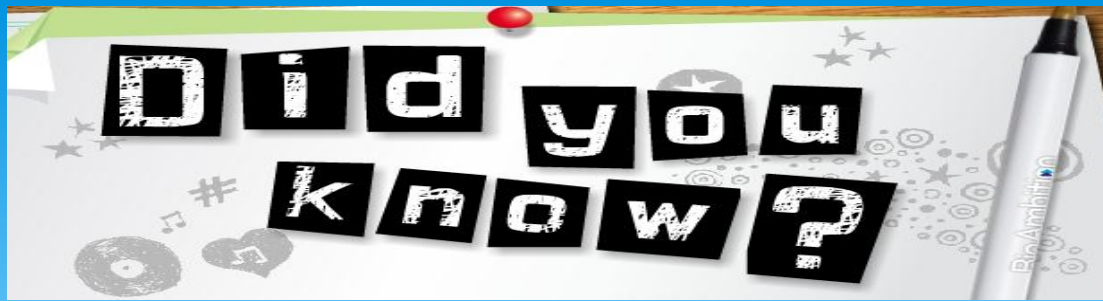


- \* Nearly 1 in 3 students (27.8%) report being bullied during the school year (National Center for Educational Statistics, 2013).
- \* Student bullying is one of the most frequently reported discipline problems at school: 21% of elementary schools, 43% of middle schools, and 22% of high schools reported problems with bullying in 2005-06. **Bullying is the number one discipline problem in middle schools.** 19.6% of high school students in the US report being bullied at school in the past year. 14.8% reported being bullied online ([Center for Disease Control, 2014](#)).
- \* 64 percent of children who were bullied did not report it; only 36 percent reported the bullying (Petrosina, Guckenburg, DeVoe, and Hanson, 2010).
- \* More than half of bullying situations (57 percent) stop when a peer intervenes on behalf of the student being bullied (Hawkins, Pepler, and Craig, 2001).
- \* School-based bullying prevention programs decrease bullying by up to 25% (McCallion and Feder, 2013).
- \* The reasons for being bullied reported most often by students were looks (55%), body shape (37%), and race (16%) (Davis and Nixon, 2010).





- \* Only 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities, but all of these studies found that children with disabilities were two to three times more likely to be bullied than their nondisabled peers. (Marshall, Kendall, Banks & Gover (Eds.), 2009).
- \* The National Autistic Society reports that 40 percent of children with autism and 60 percent of children with Asperger's syndrome have experienced bullying.



- \* 160,000 students per day stay home from school because of bullying (Fried & Fried, 2003).
- \* Harassment and bullying have been linked to 75% of school-shooting incidents.
- \* Race-related bullying is significantly associated with negative emotional and physical health effects (Rosenthal et al, 2013)
- \* 81.9% of students who identify as LGBTQ were bullied in the last year based on their sexual orientation (National School Climate Survey, 2011).
- \* One third of girls and one fourth of boys report weight-based teasing from peers, but prevalence rates increase to approximately 60% among the heaviest students (Puhl, Luedicke, and Heuer, 2011).
- \* 84% of students observed students perceived as overweight being called names or getting teased during physical activities (Puhl, Luedicke, and Heuer, 2011).
- \* Youth victimized by their peers were 2.4 times more likely to report suicidal ideation and 3.3 times more likely to report a suicide attempt than youth who reported not being bullied (Espelage and Holt, 2013).



## *What Students Say...*



- \* Students reported that the most **helpful things teachers can do** are: listen to the student, check in with them afterwards to see if the bullying stopped, and give the student advice (Davis and Nixon, 2010).
- \* Students reported that the **most harmful things teachers can do** are: tell the student to solve the problem themselves, tell the student that the bullying wouldn't happen if they acted differently, ignored what was going on, or tell the student to stop tattling (Davis and Nixon, 2010).
- \* Students who experience bullying report that allying and **supportive actions from their peers** (such as spending time with the student, talking to him/her, helping him/her get away, or giving advice) were the most helpful actions from bystanders (Davis and Nixon, 2010).
- \* Students who experience bullying are more likely to find **peer actions helpful** than educator or self-actions (Davis and Nixon, 2010).

# What Is Bullying?



- \* An intention to harm the victim; it is no accident.
- \* Characterized by repeat occurrences. Bullying is not generally considered a random act, nor a single incident.
- \* A power differential. A fight between two kids of equal power is not bullying; bullying is a fight where the child who bullies has some advantage or power over the child who is victimized.



# Types of Bullying



- \* **Physical** - hitting, kicking, beating up, pushing, spitting, property damage, and/or theft.
- \* **Verbal** - teasing, mocking, name calling, verbal humiliation, verbal intimidation, threats, coercion, extortion, and/or racist, sexist, or sexual orientation taunts.
- \* **Social** - gossip, rumor spreading, embarrassment, alienation or exclusion from the group, and/or setting the other up to take the blame.
- \* **Cyber or electronic** - using the Internet/social media, email or text messaging to threaten, hurt, single out, embarrass, spread rumors, and/or reveal secrets about others.

# Bullying and Gender



- \* Boys tend to be physically aggressive.
- \* Boys may be more accepting of bullying than girls.
- \* Boys are more likely to both bully and be bullied than girls.
- \* Girls tend to bully other girls indirectly through peer groups. Rather than bully a targeted child directly, girls more often share with others hurtful information about the targeted child.
- \* Girls experience sexual bullying more often than boys (for example, spreading rumors about sexual activity or being targeted as the recipient of sexual messages.)



# The Effects of Bullying



- \* It is important for all adults to understand that bullying does not have to be a normal part of childhood. All forms of bullying are harmful to the bully, the victim, and to witnesses. The effects can last well into adulthood.

# Impact on the Victims

Children who are bullied are at risk of the following:

- \* Anxiety
- \* Loneliness
- \* Low self-esteem
- \* Poor social self-competence
- \* Depression
- \* Psychosomatic symptoms
- \* Social withdrawal
- \* Physical health complaints
- \* Running away from home
- \* Alcohol and drug use
- \* Suicide
- \* Poor academic performance







# Impact on Bullies

Impact on bullies: Children and youth who frequently bully are more likely to:

- \* Get into frequent fights
- \* Be injured in a fight
- \* Vandalize property
- \* Steal property
- \* Drink alcohol
- \* Smoke
- \* Be truant from school
- \* Drop out of school
- \* Carry a weapon
- \* Become a criminal. In one study, 60% of those who bullied had at least one criminal conviction by age 24.

# Impact on Bystanders

- \* Children can be influenced indirectly by being witnesses to interpersonal violence. Witnessing others being victimized can significantly heighten feelings of vulnerability and lower feelings of personal safety.



# Why Do Kids Bully?

There is no one single cause of bullying among children; individual, family, peer, school, and community factors can place a child or youth at risk for bullying. These factors work individually, or collectively, to contribute to a child's likelihood of bullying.

## **Family risk factors for bullying:**

- \* A lack of warmth and involvement on the part of parents.
- \* Overly-permissive parenting (including a lack of limits for children's behavior).
- \* A lack of supervision by parents.
- \* Harsh, physical discipline.
- \* Parent modeling of bullying behavior.
- \* Victimization by older brothers.





# Why Do Kids Bully?

## Peer risk factors for bullying:

- \* Friends who bully.
- \* Friends who have positive attitudes about violence.
- \* Some aggressive children who take on high status roles may use bullying as a way to enhance their social power and protect their prestige with peers.
- \* Some children with low social status may use bullying as a way to deflect taunting and aggression that is directed towards them, or to enhance their social position with higher status peers

# Why Do Kids Bully?

## Other Factors:



- \* Bullying thrives in schools where faculty and staff do not address bullying, where there is no policy against bullying, and where there is little supervision of students—especially during lunch, bathroom breaks, and recesses.
- \* Models of bullying behavior are prevalent throughout society, especially in television, movies, and video games.
- \* When children are aggregated together, they associate with others who are similar to them or who have qualities or characteristics that in some way support their own behaviors.
- \* For teenage girls, social aggression can be a way of creating excitement or alleviating boredom. It is also used as a method of gaining attention from other girls in order to secure friendships.

# Signs That A Child Is Being Bullied

The pain and embarrassment of being bullied often causes victims to hide what is going on. But, there are a variety of ways to tell if your child is being bullied. **Symptoms include:**

- \* Depression
- \* Anxiety
- \* Safety concerns
- \* Sadness
- \* Aggression
- \* Academic issues
- \* Low self-esteem
- \* Deficits in peer relations
- \* Substance use

**Other possible warning signs may include:**

- \* Numerous lost belongings
- \* Frequent injuries or damage to clothes or property
- \* Spends time primarily with younger students (may indicate a problem with peers)
- \* Avoids recess break area before, during and/or after school
- \* Arrives to school late or just at the starting bell
- \* Appears to be alone most of the time at school
- \* Obtains an excessive or insufficient amount of sleep
- \* Somatic complaints (i.e., headaches, stomach aches, etc.)



# Risk Factors- Targets of Bullying

- 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”





# What Are The Signs That A Child Is Bullying Others?

It is difficult to come to terms with the fact that even young children can display such acts of violence. It can sometimes be difficult to tell if a child bullies. Here are some common signs.

Children who bully tend to have:

- \* Average or above average self-esteem.
- \* Impulsive personalities.
- \* Lack of empathy.
- \* Difficulty conforming to rules.
- \* Positive attitudes toward violence.
- \* Some bullies are quite popular, enjoying high status and esteem from their peers, and even teachers. These are called “Hidden bullies” - popular children who exhibit
- \* Aggression (persistent arguing, fighting, getting in trouble).





# What Are Signs of the “Bully-Victim”?



- \* It is not uncommon for a child to have bullied and also been the victim of bullying. These are known as bully-victims. Bully-victims often experience behavioral and emotional difficulties.

## Bully-victims may:

- \* Struggle to control their emotions.
- \* Unintentionally prompt children to bully them again by reacting very emotionally to teasing.
- \* Have problems controlling feelings of anger and frustration, predisposing them to retaliatory aggression.
- \* Show social and emotional problems that are frequently present in victims of bullying, such as anxiety, depression, peer rejection, and a lack of close friendships.
- \* Greater acceptance of rule-breaking behavior and hyperactivity.

# What Does Cyber-Bullying Look Like?

Cyberbullying can involve varying forms of technology:

- \* Text messages
- \* Picture/video clips
- \* E-mail
- \* Instant messaging
- \* Chat rooms
- \* Websites and Social Media
- \* Gaming

**The nature of electronic bullying or cyberbullying:**

- \* Sending mean, vulgar, or threatening messages
- \* Posting sensitive, private information or pictures about another person
- \* Intentionally excluding someone from an online group
- \* Pretending to be someone else in order to make that person look bad
- \* Spreading lies and rumors about victims
- \* Tricking someone into revealing personal information
- \* The nature of gaming as a place where cyberbullying occurs, can happen through gaming websites or PC and console games with online components (e.g. Nintendo Wii, Xbox360, and Playstation 3).
- \* Cyberbullying in gaming is usually referred to as "griefing" and is fairly common among young gamers who use IM, chat, and voice chat features to tease and taunt other players.



# How Is Bullying At School Related To Cyberbullying?



Children who are a part of "offline" bullying are more likely to be involved in Cyberbullying. Children who bully face-to-face also bully online and it may be that some victims of face-to-face bullying become bullies online.

Cyberbullying is distinguished from face-to-face bullying in four ways:

- \* 1. Students who are victimized have no place to hide, and can be targeted anytime and anyplace.
- \* 2. Cyberbullying can involve a very wide audience (e.g., through the circulation of video clips on the Internet).
- \* 3. Students who cyberbully others are relatively protected by the anonymity of electronic forms of contact, which can safeguard them from punishment or retaliation.
- \* 4. As with some indirect traditional bullying, students who cyberbully do not usually see the response of the victim, changing the nature of the satisfaction or inhibition normally generated by bullying.

# Top 5 Ways Teachers Can Prevent Bullying



## 1. Create a Safe and Supportive Environment

- \* Establish a culture of inclusion and respect that welcomes all students Monitor bullying “hot spots” in and around the building. Set a tone of respect in the classroom.

## 2. Manage Classrooms to Prevent Bullying

- \* Develop rules with students so they set their own climate of respect and responsibility, and reinforce the rules by making expectations clear and keeping requests simple, direct and specific.

## 3. Stop Bullying on the Spot

- \* Intervene immediately. It’s OK to get another adult to help. Don’t talk to the kids involved together, only separately, and don’t make the kids involved apologize or patch up relations on the spot.

## 4. Find Out What Happened

- \* Get the facts, keep all the children involved separate, listen without blaming and don’t call the act “bullying” while you are trying to understand what happened.

## 5. Support the Kids Involved

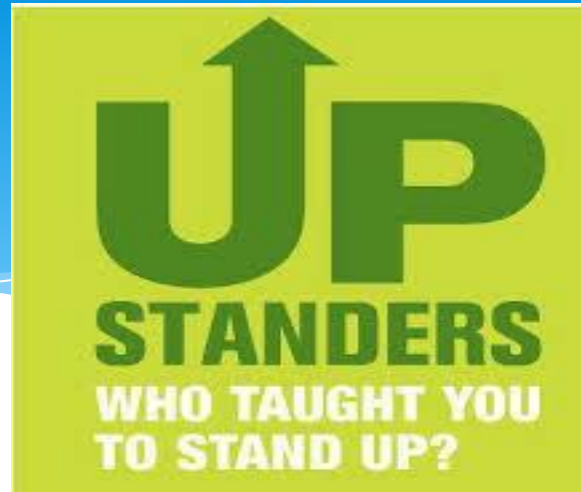
- \* All kids involved in bullying—whether they are bullied, bully others, or see bullying—can be affected. It is important to support all kids involved to make sure the bullying doesn’t continue and effects can be minimized.

# Teach Students The “UPSTANDER” Skills To Handle Bullying

## Befriend the Victim

- \* Bystanders often don't intervene because they don't want to make things worse or assume the victim doesn't want help. But research shows that if witnesses know a victim feels upset or wants help they are more likely to step in. Also, if a bystander befriends a victim, the act is more likely to get others to join the cause and stand up to the bully. A few ways bystanders can befriend victims:
  - \* **Show comfort:** Stand closer to the victim.
  - \* **Wave other peers over:** “Come help!”
  - \* **Ask if the victim wants support:** “Do you need help?”
  - \* **Empathize:** “I bet he feels sad.”
  - \* **Clarify feelings:** “She looks upset.”
- \* You can also encourage students to befriend a victim *after* episode. “That must have felt so bad.” “I’m with you. Sorry speak out.” “That happened to me, too.” “Do you want me to help you find a teacher to talk to?” Though after the episode won't reduce the bullying at the moment, it will help reduce the pain of both the targeted child and the witness.





## Use a Distraction

- \* The right diversion can draw peers from the scene, make them focus elsewhere, give the target a chance to get away, and may get the bully to move on. Remember, a bully wants an audience, so bystanders can reduce it with a distraction. Ploys include:
- \* **Ask a question:** “What are you all doing here?”
- \* **Use diversion:** “There’s a great volleyball game going on! Come on!”
- \* **Make up false excuse to disperse a crowd:** “A teacher is coming!”
- \* **Feigning interruption:** “I can’t find my bus.”



## Speak Out and Stand Up!

- \* Speaking out can get others to lend a hand and join you. You must stay cool, and *never* boo, clap, laugh, or insult, which could egg the bully on even more. Students also must learn how to assert. Stress that directly confronting a bully is intimidating and it's a rare kid who can, but there are ways to still stand up to cruelty. Here are a few possibilities:
- \* **Show disapproval:** Give a cold, silent stare.
- \* **Name it:** "That's bullying!"
- \* **Label it:** "That's mean!"
- \* **State disapproval:** "This isn't cool!" "Don't do that!" "Cut it out!"
- \* **Ask for support:** "Are you with me?"

**When peers intervene, bullying stops within 10 seconds, 57% of the time.**





## Ask for Help

- \* Find an adult you trust to tell
- \* If you have problems, keep going until you find someone who believes you

## Exit Alone or With Others

- \* Stress that bullies love audiences. Bystanders can drain a bully's power by reducing the group size a few ways. Student bystanders could:
- \* **Encourage:** "You coming?"
- \* **Ask:** "What are you all doing here?"
- \* **Direct:** "Let's go!"
- \* **Suggest:** "Let's leave."
- \* **Exit:** If you can't get others to leave with you, then walk away. If you stay, you're part of the cruelty. Leaving means you refuse to be part. Just quietly leave the scene.

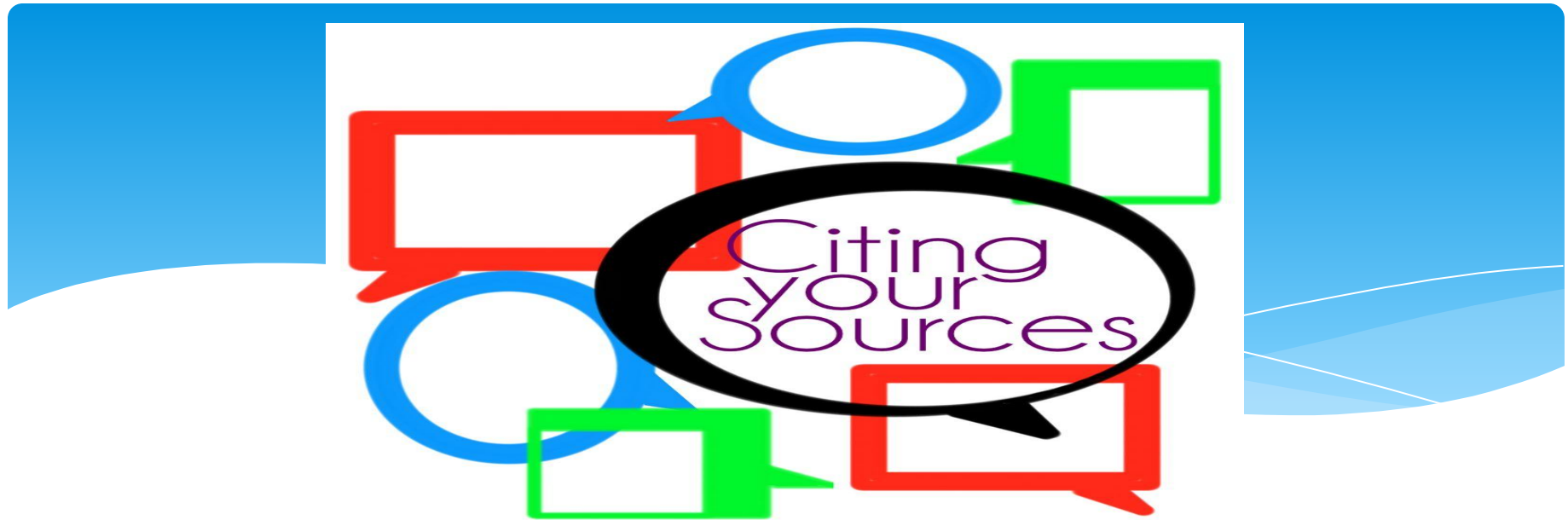




**Remember....**

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

**As employees, we have the the opportunity to  
help prevent bullying  
and model positive behavior by  
showing respect and kindness  
towards one another.**



Bullying at School and Online- American Association of School Administrators 2009

Top 5 Ways Educators Can Stop Bullies:

[www.edu.gov](http://www.edu.gov)

Bullying Statistics:

<http://www.pacer.org/bullying/about/media-kit/stats.asp>

Becoming an Upstander:

<http://www.togetheragainstbullying.org/becoming-an-upstander>

Jamari Terrell Williams Student Bullying Prevention Act (2018)