

You and Me – Bully Free ... Let's Get Started

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Certified Bullying Prevention Trainer / Teaching Artist / Storyteller

What is bully behavior?

- **Physical**
- **Verbal**
- **Social**
- **Cyber**

- Intentional
- Meant to hurt and harm
- Continues over time
- No sincere apology
- No remorse
- Involves an imbalance of power – physical and/or psychological power, or outnumbered
- Unequal impact; target upset, one who bullies calm or smiling

How can I tell if *this* is bully behavior?

*** Important note: When in doubt, intervene. ***

Kids Just Messin' Around	Real Fighting	Bully Behavior
Usually friends	Usually not friends	Usually not friends
Number involved: 2, often more	Usually 2	2 -3 against 1
Balance of strength: Usually equal	Often relatively equal	Unequal physical or psychological strength
Affect: Smiling, neutral face, laughter, friendly ☺	Serious, tense, hostile, furrowed ☹	Unequal – ☺ , ☹
Intention: Friendly, positive	Inflict injury, discomfort	Injury, discomfort, humiliate
Gathering bystanders? No – this isn't anything new	Yes	Yes, if out in open
After: Play something else	Leave each other	Leave each other

(*Olweus Bullying Prevention Program)

What doesn't work?

- Ignoring it
- Telling bully how you feel
- Telling kids to handle it themselves
- Conflict resolution and peer mediation
- Zero tolerance

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Intervening when bully behavior is witnessed or reported*: (*Olweus Bullying Prevention Program)

- 1) Stop the bully behavior:
Physically intervene (if safe)/block eye contact
- 2) Support the target:
Stand close –
“This isn’t your fault. You don’t deserve this.”
“We will do everything possible to stop the bullying.”
If reported after the fact –
“Thanks for being brave enough to tell me. This isn’t your fault.”
“What happened? – How did you handle it? (just listen without judgment: targets are chosen for their inability to resist the bully behavior) – What would you like me to do next?”
Teachers: “I’m going to speak to (student(s) who bullied. I’ll keep our conversation private. We’re going to do everything possible to stop the bullying.”
- 3) To the one(s) who bullies:
“I saw (name the bully behavior) and that is not allowed. It must stop.”
If reported after the fact –
Teachers: “I heard (from other teachers, several students) about (name the bully behavior) and that is not allowed. It must stop.”
- 4) Engage the bystanders:
Appreciate their action/courage, or offer information on how to act in the future.
- 5) Implement consequences for the bully behavior
- 6) Follow-up:
Take steps to ensure target will be protected from future bullying
Increase supervision
Check back with the target in a few days
Teachers: Check back with the one who bullied in a few days
Engage other teachers/team so that all involved know and can implement consequences for repeated or escalating bully behavior

Bullying prevention home/class/school/community rules*:

Studies show that kids in schools with a specific anti-bullying policy that clearly enumerates bully behaviors – physical, verbal, social, cyber – are more likely to report incidents and more likely to report something was done to help.

So rather than ‘we will be kind and respectful’: (*adapted from Olweus Bullying Prevention Program)

- 1) We will treat others with respect. This means we will not bully others by:
 - Physical: hitting or shoving , kicking or punching, threatening
 - Verbal: calling them mean names, insults, put-downs
 - Social: excluding from team, lunch table or group; talking behind back, spreading rumors
 - Cyber: using technology to hurt them.
- 2) We will do our best to help other students who are bullied.
 - We will say ‘stop’ when we see it happen.
 - We will walk away *with* the student who needs our help.
 - We will tell an adult.
 - We will do our best to include other students so no one is left out.

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Discipline Rubrics:

Has your home/school established a discipline rubric that addresses bullying behavior and appropriate consequences for 1st, 2nd, and 3rd offense in each?

** Note: Choose specific, logical, and appropriate consequences that will be effective in your home/school based on the age/grade of the individual child.

Sample discipline rubric #1:

Behavior	1 st time	2 nd time	3 rd time
Physical – hitting, pushing, kicking			
Verbal Social exclusion Cyber			
Severe hitting Threats of violence Severe harassment			

Possible Consequences

Home:

Increased supervision
Loss of privileges
Make amends
Restitution for damages
Community service
Counseling

School:

Student calls parent
Teacher calls parent
Student Reflection Form
Letter to parent for signature
Increased supervision
Loss of privileges
Referral to principal
Restitution for damages
Community service
Counseling

Sample discipline rubric #2:

Behavior Level	1 st time	2 nd time	3 rd time
Level One Verbal Social Cyber Physical – hitting, pushing, kicking			
Level Two Harassment Threatening violence Obscene language, gestures			
Level Three Severe physical harm Weapons threat Inappropriate physical contact or conduct			