



Bullying

Facts, Characteristics, Response & Prevention



Definition of Bullying

A form of aggression in which one or more students physically and/or psychologically harass another student repeatedly over a period of time.

Characteristics

Bully

- **Need for power and control**
- **Little empathy for others, esp. victims**
- **Often defiant or oppositional towards adults**
- **Often average or above average self-esteem**
- **Poor impulse control**

Victim

- **Anxious**
- **Insecure**
- **Poor social connections**
- **Cautious**
- **Suffer from low self-esteem**
- **Physically distinct**
- **Physically weaker than the aggressor**



Common Effects of Bullying

○ Academic Problems

- School avoidance
- Lowered grades
- Lowered self-esteem

○ Health Problems

- Loss of appetite
- Stomach aches, vomiting
- Headaches
- Loss of sleep
- Nervousness, anxiety
- Depression, loneliness



LB Staff Responses to Bully Situations

- Stop the bullying behavior when it occurs
- Speak privately with students involved, including bystanders
- Name the bullying behavior (not the student) and refer to the High Five Rules
- Implement immediate remedial actions/consequences/office
- Do not require students to meet and work it out
- If you are unsure if it is a bullying situation, consult with the counselors
- Refer to counseling for follow-up after administration has addressed the issue
- If it is indeed bullying behavior, the child's clip is to be moved to red



How do teachers create a bully free environment in the classroom and at school?



Bullying Prevention

- Provide clear, specific expectations for appropriate school behavior to all students, create rules about bullying
- Have students practice and role play the High Five rules frequently
- Discuss consequences of bullying and teasing at Little Bennett
- Inform parents about these consequences and about bullying prevention



Bullying Prevention

- Read books about bullying and teasing and talk about respect and how to be sensitive to others
- Hold class meetings
- Talk to the class about working together as a team i.e. “Team Wowk”
- Review ways students can be problem solvers and refer to posters; display/make new posters, “This is a Bully-Free Class”



Bullying Prevention

- Help students understand the difference between bullying and teasing and what to do
- Help students understand the difference between telling and tattling
- Encourage students to practice and model strategies to respond to bullying and teasing
- Encourage students to engage in activities and make friendships
- Visit: <http://www.stopbullyingnow.hrsa.gov/> with you your students; view videos, have discussions, play games, etc.



Counseling Interventions

- Monthly counseling lessons for all classrooms
- Individual Counseling
- Counseling groups
- The Bully Blockers Club
- The Ambassadors
- PBIS

Language to use when you see bullying happening...

State...

- the behavior and that it is not acceptable
- how the behavior does not follow the High 5 rules
- that the student will be moving his/her clip to red
- that the administration will be notified about the behavior and parents will be called

Language to use when you see teasing happen...

State...

- the behavior and that it was unacceptable
- the High Five rule that was broken
- “What do you need to do?” Have the student reflect on their actions, if they are unable to do so or need help tell them “I would like to see you...”
- Based on the situation that happened, determine if the behavior warrants a clip movement

Language to use if a student says they have been given a putdown...

- Ask about the facts: How, when, what and whom
- If it is a dangerous situation, praise the student for coming to you and telling and making a good choice
- If it is not dangerous, ask the student how they have been a problem solver.
- If they have used many of their strategies and need more help speak with the other student, help to problem solve by speaking with the other student and/or providing other suggestions/consequences
- If they have used one or two strategies, suggest two other strategies they could use and inform them to check back with you if the problem persists.

Strategies for victims

- Debug: Ignore, Walk away, Talk friendly, Talk firmly, Get adult help
- If you feel safe tell the person to “stop teasing/bullying” tell them “I don’t like it and it isn’t funny”
- Don’t bully back, it will make it worse
- Don’t show anger or fear
- Use humor
- Avoid situations where bullying is likely to happen: avoid areas of the school where students and teachers are not around, make sure you are not alone in the bathroom, by lockers, try to sit near the front of the bus, don’t bring expensive things to school, sit with friends at lunch, walk a different way in order to avoid certain students
- Act confident
- Walk, talk & Squawk new strategies from recent assembly!

Strategies for bystanders → Upstanders

- Get involved in solving the problem
- Get help from adults
- Join with and support the victim
- Try to understand the feelings of the victim and share that understanding
- Speak up

Reporting Bullying Incidents



Reporting Incidences of Bullying

- Any student, parent, close adult relative, or staff member may report an act of bullying, harassment, or intimidation, using **MCPS Form 230-35: *Bullying, Harassment, or Intimidation Reporting Form.***
- Schools must inform students, families, and staff how and where to obtain report forms.
- <http://www.montgomeryschoolsmd.org/departments/forms/pdf/230-35.pdf>

Taken from MCPS
Form 230-5

Person Reporting Incident: Name _____

Telephone _____ E-mail _____

Place an in the appropriate box:

- Student
 Student (witness/bystander)
 Parent/guardian
 Close adult relative
 School staff member

1. Name of student victim _____ Age _____
(Please print)

2. Name(s) of alleged offender(s) (If known) (Please print)	Age	School (if known)	Is he/she a student?
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No

3. On what date(s) did the incident happen? ____/____/____ ____/____/____ ____/____/____
Mo./Day/Year Mo./Day/Year Mo./Day/Year

4. Where did the incident happen (choose all that apply)?

- On school property At a school-sponsored activity or event off school property
 On a school bus On the way to/from school*

5. Place an X next to the statement(s) that best describes what happened (choose all that apply):

- Any bullying, harassment, or intimidation that involves physical aggression
 Getting another person to hit or harm the student
 Teasing, name-calling, making critical remarks, or threatening, in person or by other means
 Demeaning and making the victim of jokes
 Excluding or rejecting the student Making rude and/or threatening gestures
 Spreading harmful rumors or gossip Intimidating (bullying), extorting, or exploiting
 Electronic communications (specify) _____
 Other (specify) _____

*Will be collected unless specifically excluded by local board policy

Maryland State Department of Education in accordance with the Safe Schools Reporting Act of 2005

6. What did the alleged offender(s) say or do? _____

 _____ (Attach a separate sheet if necessary)

7. Why did the bullying, harassment or intimidation occur? _____

 _____ (Attach a separate sheet if necessary)

8. Did a physical injury result from this incident? Place an next to one of the following:

- No Yes, but it did not require medical attention Yes, and it required medical attention

9. If there was a physical injury, do you think there will be permanent effects? Yes No

10. Was the student victim absent from school as a result of the incident? Yes No

If yes, how many days was the student victim absent from school as a result of the incident? _____

11. Did a psychological injury result from this incident? Place an next to one of the following:

- No Yes, but psychological services have not been sought Yes, and psychological services have been sought

12. Is there any additional information you would like to provide? _____

Verbal Reports of Bullying

- If the school receives a verbal report of bullying, school staff should inform the reporter of the existence of the bullying report form and encourage the reporter to complete the form.
- If the reporter needs assistance completing the report form, school staff should provide assistance.
- If the reporter does not wish to complete an MCPS Form 230-35, the incident is investigated and resolved following system/school discipline procedures. No paperwork is completed and no file/report is made.



Questions?

Please take any additional handouts!

Thank you,
Daniela Helton Cherie Ward
School Counselors