Bullying and Beyond

Presented by
Tammy Bunch, Ed.D., Bell Prairie Elementary, North Kansas City School District
Glenda Fine, Winnwood & Bell Prairie Elementary Schools, North Kansas City School District
Objective

- Review Current Missouri Legislation regarding bullying
- Distinguish between rude behavior, mean behavior and bullying
- Examine Bully Prevention Lessons
  - Traditional Lessons – Honoring Our past
  - New Ideas – Defining Our Future
160.775. Antibullying policy required — definition — content, requirements. —

1. Every district shall adopt an antibullying policy by September 1, 2007.

2. “Bullying” means intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property; substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or substantially disrupts the orderly operation of the school. Bullying may consist of physical actions, including gestures, or oral, cyberbullying, electronic, or written communication, and any threat of retaliation for reporting of such acts. Bullying of students is prohibited on school property, at any school function, or on a school bus. “Cyberbullying” means bullying as defined in this subsection through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

3. Each district’s antibullying policy shall be founded on the assumption that all students need a safe learning environment. Policies shall treat all students equally and shall not contain specific lists of protected classes of students who are to receive special treatment. Policies may include age-appropriate differences for schools based on the grade levels at the school. Each such policy shall contain a statement of the consequences of bullying.
4. Each district’s antibullying policy shall be included in the student handbook and shall require, at a minimum, the following components:

(1) A statement prohibiting bullying, defined no less inclusively than in subsection 2 of this section;

(2) A statement requiring district employees to report any instance of bullying of which the employee has firsthand knowledge. The policy shall require a district employee who witnesses an incident of bullying to report the incident to the district’s designated individual at the school within two school days of the employee witnessing the incident;
(3) A procedure for reporting an act of bullying. The policy shall also include a statement requiring that the district designate an individual at each school in the district to receive reports of incidents of bullying. Such individual shall be a district employee who is teacher level staff or above;

(4) A procedure for prompt investigation of reports of violations and complaints, identifying one or more employees responsible for the investigation including, at a minimum, the following requirements:

(a) Within two school days of a report of an incident of bullying being received, the school principal, or his or her designee, shall initiate an investigation of the incident;

(b) The school principal may appoint other school staff to assist with the investigation; and

(c) The investigation shall be completed within ten school days from the date of the written report unless good cause exists to extend the investigation;
Missouri State Statute

• (5) A statement that prohibits reprisal or retaliation against any person who reports an act of bullying and the consequence and appropriate remedial action for a person who engages in reprisal or retaliation;

• (6) A statement of how the policy is to be publicized; and

• (7) A process for discussing the district’s antibullying policy with students and training school employees and volunteers who have significant contact with students in the requirements of the policy, including, at a minimum, the following statements:

(a) The school district shall provide information and appropriate training to the school district staff who have significant contact with students regarding the policy;

(b) The school district shall give annual notice of the policy to students, parents or guardians, and staff;
(c) The school district shall provide education and information to students regarding bullying, including information regarding the school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying;

(d) The administration of the school district shall instruct its school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying’s negative effects. Such techniques shall include, but not be limited to, cultivating the student’s self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills; or encouraging the student to develop an internal locus of control. The provisions of this paragraph shall not be construed to contradict or limit any other provision of this section; and

(e) The administration of the school district shall implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.
5. Notwithstanding any other provision of law to the contrary, any school district shall have jurisdiction to prohibit cyberbullying that originates on a school’s campus or at a district activity if the electronic communication was made using the school’s technological resources, if there is a sufficient nexus to the educational environment, or if the electronic communication was made on the school’s campus or at a district activity using the student’s own personal technological resources. The school district may discipline any student for such cyberbullying to the greatest extent allowed by law.

6. Each district shall review its antibullying policy and revise it as needed. The district’s school board shall receive input from school personnel, students, and administrators when reviewing and revising the policy.
Bullying Legislation – Implications for School Counselors

Understand the definition of bullying

Know your district policy

What is your building procedure for reporting and investigating incidents of bullying?

Who is responsible for teaching the procedure to students?

6 (d) The administration of the school district shall instruct its school counselors, school social workers, licensed social workers, mental health professionals, and school psychologists to educate students who are victims of bullying on techniques for students to overcome bullying’s negative effects. Such techniques shall include, but not be limited to, cultivating the student’s self-worth and self-esteem; teaching the student to defend himself or herself assertively and effectively; helping the student develop social skills; or encouraging the student to develop an internal locus of control.
Is it Rude, Is it Mean, or Is it Bullying?

**RUDE** – Inadvertently saying or doing something that hurts someone else

**MEAN** – purposefully saying or doing something to hurt someone once (or maybe twice)

**BULLYING** – Intentionally aggressive behavior, repeated over time, that involves an imbalance of power

RUDE - Inadvertently saying or doing something that hurts someone else

- Bad manners
- Getting in someone’s personal space
- Burping, farting, picking your nose
- Thoughtless, inconsiderate, disrespectful
- Accidental, not done on purpose (like a toddler – doesn’t know better)
Mean – Intentionally saying or doing something to hurt someone once

Done on purpose to hurt feelings, just once or twice

Telling someone they can’t play

Making fun of someone’s looks, clothes, hair, voice, etc.

Saying you are smarter than other people

Embarrassing someone

 Often said in anger to make someone else look bad. We usually feel regret later.

Breaking or stealing other people’s belongings
Bullying – intentionally aggressive behavior, repeated over time, involves an imbalance of power

3 Key Elements –

- intent to harm
- repeated acts or threats of aggressive behavior
- imbalance of power (actual or perceived)
4 Types of Bullying

**PHYSICAL**
Hurt ing someone’s body or possessions
- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone’s things
- Making rude hand gestures

**VERBAL**
Saying or writing mean things
- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

**SOCIAL**
Hurt ing someone’s reputation or relationships
- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors
- Embarrassing someone in public

**CYBER**
Takes place using electronic technology
- Sending mean text messages or emails
- Spreading rumors via email or social networking sites
- Sharing embarrassing pictures, videos, websites, or fake profiles

stopbullying.gov
### Bullying? Fighting? Rough Play?

<table>
<thead>
<tr>
<th>Rough Play</th>
<th>Real Fighting</th>
<th>Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually friends; often repeated (same players)</td>
<td>Usually not friends; typically not repeated</td>
<td>Typically not friends; generally repeated</td>
</tr>
<tr>
<td>Relatively equal balance of power</td>
<td>Relatively equal balance of power</td>
<td>Unequal balance of power</td>
</tr>
<tr>
<td>No intent to harm</td>
<td>Intentional harm-doing</td>
<td>Intentional harm-doing</td>
</tr>
<tr>
<td>Mood is friendly; positive, mutual</td>
<td>Mood is negative, aggressive or tense; mutual hostile feelings</td>
<td>Mood negative; mood/response differs for victim and aggressor</td>
</tr>
</tbody>
</table>

Why distinguish?

• None of those behaviors (rude, mean, bullying, or fighting) are okay

• Having information helps students make better choices

• Bullying has legal consequences

• We need to educate adults as well as students

• [link](http://exploringschoolcounseling.blogspot.com/2016/02/is-it-rude-is-it-mean-or-is-it-bullying.html)
How can students stand up for themselves and others without being a bully themselves?

• Missouri law says school counselors shall educate students who are victims of bullying on techniques for students to overcome bullying’s negative effects.

• Students need to learn how they can communicate their needs without being a bully.

• We can help them learn this by teaching the difference between being passive, aggressive and assertive – not just in bullying situations, but in all their interactions.

• We can teach students how to use their role as a bystander to stand up to bullies and stop bullying situations.
Aggressive – being bossy, demanding, manipulative

Aggressive:

Bossy

Doesn’t listen to others

Uses loud voice to get things done

Demands to have his or her way

Resorts to physical (pushing) or verbal (name calling) methods to get own way

Manipulative

Blames others for mistakes
Passive – quietly hoping others will guess what they want or need

Passive:
Often says “Yes” when he or she wants to say “No”
Whines to get what he or she wants
Uses little or no eye contact
Tries to get needs met through hinting
Has a hard time standing up for himself or herself
Goes along with group
Makes excuses
Often feels picked on
Assertive - Showing confidence and respect while stating directly what they want or need

Assertive:
Uses “I” statements
Makes eye contact
States needs and wants clearly
Polite but firm
Honest and fair
Stands up for one’s self and one’s ideas
Respects others
It’s All About CHOICES

• Choosing to be passive, aggressive or assertive isn’t necessary only in bullying situations – anytime people are interacting, they are behaving in one of these manners. (Think about a child trying to get a toy from the store, or a teen wanting to go out with friends.)

• One of the easiest, and most effective ways to help students choose to be assertive and at the same time help them avoid being rude, mean or a bully – is to

• CHOOSE KIND
Circle of Control

It's all about choices!
The Bully, The Victim, and The Bystander

• In bullying situations we see that the bully chooses aggressive behaviors.

• Likewise, we often equate the target to the passive choices.

• As counselors we can help students in either of these positions think about their words and actions and changes that might be helpful.

• But what about the bystanders? Consider the importance of their behavior (response) choice.
The Bystander

• A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else; they can either be part of the problem (hurtful bystander) or part of the solution (helpful bystander). It's easy to ignore incidents of bullying, or walk away thinking "at least it’s not me".

• But believe it or not, by doing nothing you are contributing to the problem — and you may be giving bullies the "okay" to carry on with their behaviour.

• *Research shows that bystanders can effectively stop bullying within 10 seconds of an intervention.*

http://www.erasebullying.ca/youth/youth-bystander.php
The Bystander

• An important new strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think they do.

http://eyesonbullying.org/bystander.html
The Bystander

- Children who are bystanders need to understand that they have the power to stop the bullying. They need help in developing and practicing the problem-solving and assertiveness skills they need to stand up for their peers and feel safe. Children who learn how to solve problems constructively will know how to help their peers without responding aggressively. (See 10. Problem-Solving Activities.) Once children have learned how to help stop bullying, they will feel proud of themselves for helping another child in need.

http://preventingbullying.promoteprevent.org/4-bullies-victims-and-bystanders
Be an Upstander

1. Learn more about mean, cruel, and bullying behavior
2. Help others who are being bullied
3. Stop untrue or harmful messages from spreading
4. Get friends involved
5. Make friends outside of your circle
6. Be aware of the bullying and upstander policies at your school
7. Welcome new students
8. Refuse to be a “bystander” and be a role model to others instead
9. Respect others’ differences and help others to respect differences
10. Develop and Upstander/Prevention program

https://www.bullybust.org/students/upstander
Choose Kind

- Whether working with Targets, Bullies or Bystanders...
- Whether working with students who are Passive, Aggressive or Assertive...
- Whether the situation is Rude, Mean, or Bullying...
- We should always strive to help students CHOOSE KIND
Choose Kind

Kindness - wanting and liking to do good and to bring happiness to others

Wonder

When given the choice
- between being –

RIGHT or being KIND

CHOOSE KIND

- Dr. Wayne W. Dyer in R.J. Palacio’s Wonder
Kind Events

- Great Kindness Challenge
- Year long focus on Kind
Erin Frankel

http://theweirdseries.com

https://www.freespirit.com/authors/erin-frankel
Remember...

In a world where you can be anything, BE KIND.

- Help with a seatbelt
- Set the table for my mom
- Shovel snow for my neighbors
- Cheer during gym class
- Spring clean up
- Buddy bench
- Volunteer at a shelter
- Hold the door
- Help in school food drive
- Give a flower
- Reading buddy
- Share my snack with someone who forgot it
- Allow someone to get in line
- Take a picture of a family for them
- Remember someone's birthday
- In a world where you can be anything, BE KIND

©2017 All Knight
Kind students are the COOLEST!

Unique Teaching Resources
**Kindness Works!**

Kindness is one of the most significant contributors to a positive school climate. Being kind makes others happy, makes you feel good¹, and helps prevent bullying.² ³ ⁴ ⁵

**IMPROVES**
- Relationships
- Social Connection
- Happiness
- Energy
- Mental Health
- Heart Health
- Life Satisfaction
- Overall Wellbeing
- Longer Life

**DECREASES**
- Stress
- Anxiety
- Aggression
- Depression
- Social Disconnect

**Interesting Facts about Kindness**
- Kindness is contagious
- The benefits increase as the number of kind acts increases
- Practicing intentional kindness can help reduce stress when under duress

**Ways to Show Kindness at School**
- Support
- Optimism & Positivity
- Happiness
- Collaboration
- Connection & Empathy


Learn More about bullying and its prevention at [www.StopBullying.gov](http://www.StopBullying.gov)
Resources

- Trudy Ludwig
- Signe Whitson
  - www.signewhitson.com
- Exploring School Counseling – blogspot
- R.J. Palacio - WONDER
- Erin Frankel – Free Spirit Publishing
- Missouri Model Guidance Box
- Steven Covey – 7 Habits for Highly Effective People and The Leader in Me Program
10 Ways to Be an Upstander
https://www.bullybust.org/students/upstander

Bystanders are the Key to Stop Bullying

Bystander-Eyes on Bullying
http://www.eyesonbullying.org/bystander.html

Preventing Bullying
http://preventingbullying.promoteprevent.org/4-bullies-victims-and-bystanders

Role of the Bystander
http://www.erasebullying.ca/youth/youth-bystander.php

The Role of the Bystander in Stopping Bullying
www.thegrid.org.uk/learning

What Can You Do?
http://www.eyesonbullying.org/bystander.html
In Conclusion

• Thank you for attending our session!
  • Bulleted information here
    • More information here