

# Bullying Prevention/Intervention

*Student Services Department*

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# Ten Steps to Building Schools Where Everyone Belongs

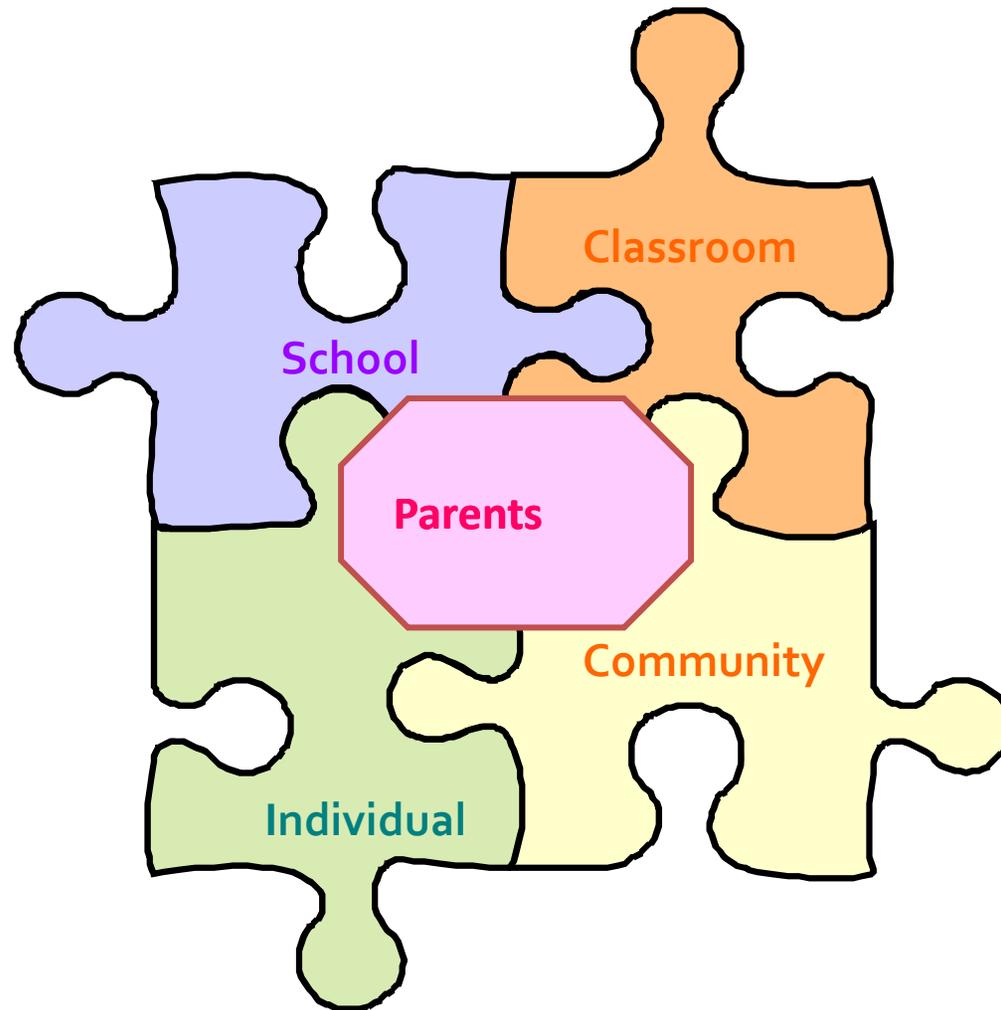
1. Establish clearly defined school wide behavior expectations rather than rules that describe only general principles.
2. Use predictable and escalating consequences for aggression rather than creating a unique consequence for each student and each situation.
3. Maintain a positive emotional tone between adults and youth rather than treating students with anger and frustration.
4. Acknowledge positive actions rather than ignoring positive behavior or using person-based praise.
5. Provide structured opportunities for aggressive youth to think about their actions instead of using threats, lectures, or anger.
6. Work to develop a peer climate in which bystanders discourage bullying and in which peers befriend targets.
7. Protect targets and bystanders from repeated or retaliatory harassment.
8. Help targets to reverse feelings of self-blame and to feel powerful.
9. Help targets build friendships.
10. Recognize and build on the strengths and accomplishments of your school community.

\* Excerpted from *Schools Where Everyone Belongs - Practical Strategies for Reducing Bullying* by Stan David from *Schools*

# Olweus Bullying Prevention Program

- Extensive training for all staff
- Class meetings
- 5 pilot schools
- Committee to ensure the program is being followed.

# Program Components



# School Climate Committees

- Committee includes students, staff, and parents
- Establish a mutual respect philosophy
- Develop connections and a sense of belonging
- Create a shared sense of responsibility
- Examine the key roles of administrators, parents, teachers, and students.
- Empower people to make positive change.
- Explore ways to reduce tension and the threat of violence.
- Make conflict resolution a part of the school curriculum
- Build community support
- Improve communication and recognition

# Bystanders

- When 85 percent of the school population – the bystanders – stop watching silently and starts telling bullies to stop, telling adults, and reaching out in friendship, bullying behavior becomes less damaging and less frequent.

# The Target

- Do not blame the target.
- Reducing the rate of bullying is the best support we can give targets.
- If we want young people to tell us about bullying, we have to make telling safe by using consequences for harassment of youth who report.

# Goal

- Discarding common myths about bullying.
  - Acceptance not tolerance
  - Vulnerable not sensitive
  - Understand not deserved
- Using predictable and uniform expectations and consequences.