

# HIB Prevention Training Program

## Definition of HIB

- “Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act or any electronic communication, whether it is a single incident or a series of incidents, that is:
  - reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
  - by any other distinguishing characteristic; and that
  - takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that

# HIB Prevention Training Program

## Definition of HIB

- a reasonable person should know under the circumstances will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property, or
- has the effect of insulting or demeaning any pupil or group of pupils, or
- creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

# HIB Prevention Training Program

## HIB Off School Grounds

- The Act applies to instances when a school employee is made aware of alleged HIB act occurring off school grounds when:
  - The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
    - A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
    - The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
    - The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

# HIB Prevention Training Program

## HIB Reporting Procedure

- All Board members, school employees, volunteers, and contracted service providers who have contact with students *are required to*:
  - verbally report alleged violations to the Principal or designee on the same day the individual witnessed or received reliable information regarding any such incident; and
  - must submit a report in writing to the Principal within two days of the verbal report.



# HIB Prevention Training Program

## HIB Reporting Procedure

- Upon receiving a report, the Principal will:
  - inform the parents of all students involved in an alleged incident and, as appropriate, may discuss the availability of counseling and other intervention services.
  - The Principal, upon receiving a verbal or written report, may take interim measures to assure the safety, health, and welfare of all parties pending the findings of the investigation.

# HIB Prevention Training Program

## HIB Reporting Procedure

- Students, parents, and visitors *are encouraged to* report alleged violations of the HIB Policy to the Principal when they have witnessed or received reliable information regarding any such incident.
- A HIB act can be reported anonymously.
  - However, formal action for a violation of the Student Code of Conduct may not be taken solely on the basis of an anonymous report.

# HIB Prevention Training Program

## HIB Reporting Procedure

- A Board member or school employee who promptly reports an incident of HIB is immune from a cause of action for damages arising from any failure to remedy the reported incident.
- A school administrator who receives a report of harassment, intimidation, or bullying from a district employee and fails to initiate or conduct an investigation or should have known of an incident of HIB and fails to take sufficient action to minimize or eliminate these behaviors may be subject to disciplinary action.

# HIB Prevention Training Program

## Investigation Procedure

- A thorough and complete investigation shall be conducted for each report of an alleged HIB incident.
- The investigation shall be initiated by the Principal or designee within one school day of the verbal report of the incident.
- The investigation shall be conducted by the school's Anti-Bullying Specialist.
  - The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation.

# HIB Prevention Training Program

## Investigation Procedure

- The investigation shall be completed and the written findings submitted to the Principal as soon as possible.
  - But not later than ten school days from the date of the written report of the alleged incident of HIB.
- Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

# HIB Prevention Training Program

## Investigation Procedure

- The Principal shall:

- proceed in accordance with the Code of Pupil Conduct, as appropriate, based on the investigation findings; and
- submit the report to the Superintendent within two school days of the completion of the investigation.

- As appropriate to the findings from the investigation, the Superintendent shall:

- ensure the Code of Pupil Conduct has been implemented; and
- provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying, and enhance school climate; or
- take or recommend other appropriate action, as necessary.

# HIB Prevention Training Program Investigation Procedure

- The Superintendent shall:
  - report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation.
  - include information in the report on any consequences imposed under the Code of Pupil Conduct, intervention services provided, counseling ordered, training established, or other action taken or recommended by the Superintendent.



# HIB Prevention Training Program

## Investigation Procedure

- Parents of the pupils who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation.
  - The information to be provided to parents/guardians shall include:
    - the nature of the investigation;
    - whether the district found evidence of harassment, intimidation, or bullying; or
    - whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying.
  - This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

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## Investigation Procedure

- A parent/guardian may request a hearing before the Board of Education after receiving the information.
  - When a request for a hearing is granted, the hearing shall be held within ten school days of the request.
  - The Board shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act, to protect the confidentiality of the pupils.
  - At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate:
    - regarding the alleged incident;
    - the findings from the investigation of the alleged incident;
    - recommendations for consequences or services; and
    - any programs instituted to reduce such incidents, prior to rendering a determination.

# HIB Prevention Training Program

## Investigation Procedure

- At the regularly scheduled Board of Education meeting following its receipt of the report or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision.
- The Board's decision may be appealed to the Commissioner of Education no later than ninety days after issuance of the Board of Education's decision.
- A parent, pupil, legal guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

# HIB Prevention Training Program

- Bullying is not a new problem
- Bullying myths - changing false beliefs about bullying can help change the response to the problem
- Consequences and Remedial Measures
  - for any person who commits an act of HIB
  - for any person who engages in reprisal and retaliation
  - for any person falsely accusing someone as means of HIB or means of retaliation

# HIB Prevention Training Program

## Consequences and Remedial Actions

Appropriate consequences and remedial actions for students who commit an act of HIB are those that are:

- graded according to the severity of the offense(s),
- consider the developmental ages of the pupil offenders, and
- Consider the pupils' histories of inappropriate behaviors.

### **NO ONE SIZE FITS ALL**

We don't want to focus only on how to punish offenders, but on how to change the climate in which bullying occurs and give staff the tools to handle it.

# HIB Prevention Training Program

## Factors and Remedial Measures

- Factors for Determining Consequences
- Factors for Determining Remedial Measures:
  - Personal
  - Environmental (Classroom, School Building or School District)
- Examples of Consequences
- Examples of Remedial Measures –
  - Personal
  - Environmental (Classroom, School Building or School District)

# HIB Prevention Training Program

## Factors for Determining Remedial Measures

### Factors for Determining Remedial Measures – Environmental

- School culture
- School climate
- Pupil-staff relationships and staff behavior toward the pupil
- General staff management of classrooms or other educational environments
- Staff ability to prevent and manage difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood situation
- Family situation



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## Examples of Remedial Measures

### Examples of Remedial Measures – Environmental

- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- School culture change
- School climate improvement
- Adoption of research-based, systemic bullying prevention programs
- School policy and procedures revisions
- Modifications of schedules
- Adjustments in hallway traffic

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## Examples of Remedial Measures

- Modifications in pupil routes or patterns traveling to and from school
- Supervision of pupil before and after school, including school transportation
- Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus)
- Teacher aides
- Small or large group presentations for fully addressing the behaviors and the responses to the behaviors
- General professional development programs for all staff
- Professional development plans for involved staff
- Disciplinary action for school staff who contributed to the problem

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## Examples of Remedial Measures

- Supportive institutional interventions, including participation of the Intervention and Referral Services Team
- Parent conferences
- Family counseling
- Involvement of community-based organizations
- Development of a general bullying response plan
- Recommendations of a pupil behavior or ethics council
- Peer support groups
- Alternative placements (e.g., alternative education programs)
- School transfers
- Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action

# HIB Prevention Training Program

## Bystanders

Bystanders are important because:

- Bullying most often takes place in front of peers.
- Bullying almost never happens when adults are watching.
- Most bystanders want to do something to stop the bully.
- Bullies like an audience. If the audience shows disapproval, the bullies are discouraged from continuing.

Bystanders can make a situation even worse by:

- instigating the bullying by prodding the bully to begin;
- encouraging the bullying by laughing, cheering, or making comments that further stimulate the bully;
- joining in the bullying once it has begun;
- passively accepting bullying by watching and doing nothing; or
- providing the audience a bully craves.

# HIB Prevention Training Program Bystanders

## Silence encourages bullying

- The best way to break the silence is to empower kids to feel safe and supported when they stand up to the bullies on behalf of other kids, or tell an adult about the bullying.
- We need to remind children that this is not tattling; it's doing the right thing.

## Why is it bystanders don't intervene more often?

- None of my business
- Fear of becoming a target
- Feel powerless
- Don't like the target
- Fear retribution
- Telling adults won't help or may even make it worse
- Don't know what to do

# HIB Prevention Training Program

## Support Staff Members

- Bullying is more likely to occur in less structured settings often those with limited adult supervision, such as hallways, playgrounds, locker rooms, cafeterias, and on school buses.
- At times, school support staff members are more likely to be present in these locations than teaching staff.
- Support staff members also interact with students on a different level and can have of insight and provide feedback into a student's behavior or into an incident that has occurred.
- Some students may be more inclined to report incidents of bullying to support staff members.

# HIB Prevention Training Program

## Appropriate and Effective Intervention Strategies

- These following general intervention steps:
  - provide a consistent protocol for a school staff member to follow when dealing with bullying behavior.
  - hold students responsible for errors in behavior as we must teach expectations and set norms in the area of civil treatment.
  - Communicate to students directions and warnings before issuing disciplinary consequences as our job at school is to educate and not just punish.
- School staff members need to determine what action is needed in order to stop this behavior and demonstrate effective responses to the many different incidents we encounter.



# HIB Prevention Training Program

## Appropriate and Effective Intervention Strategies

Appropriate and effective interventions **always** include:

- Immediately responding to the incident using a calm, rational, but firm tone of voice
- Using body language that communicates authority, but does not invade the personal space of any student involved in the incident
- Actions or verbal responses that do not cause embarrassment or a loss of emotion, or provoke vulnerable and/or overly sensitive reactions

# HIB Prevention Training Program

## Appropriate and Effective Intervention Strategies

Appropriate and effective interventions **always** include:

- Positioning yourself between the students using bullying behavior and the student being bullied, so that you can block eye contact between the two to prevent gestures that would allow continued victimization or escalation of the incident.
- Taking the attention off the student(s) who was being targeted.
- Paying close attention to the student or students who were being targeted: taking notice of their actions and reactions, words, body language, and any behavior or expression that communicates fear for their own safety and/or verbalizes a retaliation plan towards the bully.

# HIB Prevention Training Program

## Appropriate and Effective Intervention Strategies

Appropriate and effective interventions **always** include:

- Addressing the students who were in the area and may have witnessed the incident, as well as those involved
- Informing all students involved in the incident of what steps you will take next, and that you will be reporting this incident to the administration
- Supporting and following up with all students involved in the incident
- Monitoring future behaviors
- Verbalizing future behavioral expectations that will not permit retaliation of any kind

# HIB Prevention Training Program

## Appropriate and Effective Intervention Strategies

Appropriate and effective interventions **never** include:

- Removing or separating the student or students who are being targeted from the initial intervention
- Doubting the fact that you have the responsibility to intervene
- Ignoring the incident
- Accepting the attitudes of “just teasing”, “just kidding”, “boys will be boys”, “you’re friends, you can work it out”
- Engaging in verbal or physical arguments/disputes

# HIB Prevention Training Program

## Appropriate and Effective Intervention Strategies

Appropriate and effective interventions **never** include:

- Displaying your anger
- Making accusations or excuse bullying, teasing, threatening or intimidating behavior
- Leaving the incident with the student(s) who is being victimized alone with the student(s) who is using the bullying/harassing behavior
- Relying on or assigning a student to report a bullying/harassment incident to administration. It is your responsibility to report the incident!

# HIB Prevention Training Program

## Six General Intervention Steps – Step 1

1. Stop and interrupt the bullying comments and/or behavior on the spot!
  - Give a visual, non-threatening signal, which communicates to the participants that you want the behavior to stop and you are there to help.

i.e. - put your hands up and close to your body, palms out, indicating a “stop” position.
  - Approach the bullying incident using both a verbal and visual message. These messages will capture the students’ attention and communicate to them that you are here to stop the behavior.
  - Take the attention and focus away from the student or students being bullied.
  - Be sure all students in the area hear the intervention.

# HIB Prevention Training Program

## Six General Intervention Steps – Step 1

As you intervene to stop the behavior, speak firm using one of the following statements:

- “Stop it right now. I just saw you \_\_\_\_\_ (dissing, pushing, shoving someone into the lockers, threatening, knocking things from hands, excluding someone on purpose)”.
- “Stop. I heard you make a comment based on someone’s \_\_\_\_\_ (religion, race, appearance, clothes, something you know to be untrue-gossip, a rumor) that is out of line!”
- “It looks like something is going on. I just saw you \_\_\_\_\_ (slap, grab someone inappropriately, pull something from their possession) stop this immediately “. Or if something was taken, ask the student(s) to give the item back to you.



# HIB Prevention Training Program

## Six General Intervention Steps – Step 2

2. Label the specific behavior you witnessed and repeat the specific words you heard.
  - Make eye contact with the student(s) who was using the bullying behavior.
  - Avoid engaging in discussion or arguing about the facts at this time.
  - If the student refuses to keep quiet, respond by saying, “Yes, I do want to hear what you have to say, but not right now.”
  - Be alert for Red Flags: marks from a slap, signs of physical injury, unwelcome comments or gestures. Be aware of written and/or visual threats/intimidation as well.

# HIB Prevention Training Program

## Six General Intervention Steps – Step 2

Choose one of the following two scripts most appropriate to the incident you come upon or that you are dealing with:

- “The words I heard you say\_\_\_\_\_ (repeat the specific words you heard) are \_\_\_\_\_ (choose one: mean, nasty, insulting, humiliating, inappropriate, profane) and not the way we are expected to speak to one another at our school.
- We do not bully or harass people here at our school as this is unacceptable behavior and is against school rules.
- I’m not going to let you continue this type of treatment towards anyone. It is your responsibility, as a student here at school to treat everyone with respect”.

**OR**

# HIB Prevention Training Program

## Six General Intervention Steps – Step 2

- “ \_\_\_\_\_ (Pushing someone into the locker when he/she is not looking, or ganging up against a younger classmate, teasing, threatening, name calling, using putdowns) is unfair and considered bullying/harassing behavior.
- I also noticed you are older; you’re in eighth grade and he/she is in sixth. I’m not going to let this type of abuse continue.
- It is against school rules and I’m not going to let you continue this type of treatment towards anyone”.

# HIB Prevention Training Program

## Six General Intervention Steps – Step 2

Continue by stating the following:

- “We have all been treated badly at one time or another. It feels awful and I know you would want me to step in if you were in this type of situation. I hope you think before ever using this behavior again”.
- “Usually when threatening or insulting comments or gestures are made, the intention is to make someone feel afraid, frightened, embarrassed, or humiliated, is that how you meant it?”

# HIB Prevention Training Program

## Six General Intervention Steps – Step 2

After the student(s) responds to, “Is that how you meant it?” your response could be one of the following:

- “Even if you’re just kidding, or playing, it is never okay to hurt someone’s feelings, be mean, or humiliate someone, even if you think it is just fun.”
- “Even if this person did something to make you feel angry, embarrass or insult you in front of others, it is never okay.”
- “Intentionally hurting someone because we are mad, or having a bad day, or are feeling frustrated is never okay.”

# HIB Prevention Training Program

## Six General Intervention Steps – Step 3

3. Determine the severity of the incident. Remember it is the immediate and anticipatory fear of the target we must understand and consider. Based on the information you have at this time, consider the following:
  - Did the incident create a serious and obvious level of distress for the target and/or other nearby students?
  - Regardless of whether the incident was obvious or subtle, pay close attention to the behavior and reaction of all students involved, especially the student who has been targeted.
  - Could there be a chance this incident will escalate or do you sense retaliation could be used by any of the students involved?
  - Please alert administration immediately if the incident is severe.

# HIB Prevention Training Program

## Six General Intervention Steps – Step 4

4. Help the targeted student(s) regain self-control and save face. Address all the students involved in the incident, and advise them on how you want them to respond in the future when they witness a bullying behavior.
  - It is important to take notice of the body language and the verbal and physical responses of all students involved in the incident.
  - Let the bystanders know that you noticed their inaction or that you were pleased with the way they tried to help.



# HIB Prevention Training Program

## Six General Intervention Steps – Step 4

- Try to identify those bystanders involved in the incident or who were standing nearby and were using instigating and/or contributing behaviors. These students need to be included in the intervention process.
- Identify the bystanders who could be the possible problem. These students may solvers or the defenders be identified as those who can give support to the target. They also need to be included in the follow-up monitoring process
- Validate the bystanders' feelings and give them a way to save face for not taking action.
- Do not show anger towards the bystanders for not getting involved. Do not ask them to state what happened or explain their behavior at this point.

# HIB Prevention Training Program

## Six General Intervention Steps – Step 4

Continue by stating the following to a bystander:

- “Maybe you didn’t feel comfortable getting involved or you didn’t know what to do.”
- “I want you to know that I won’t allow students to hurt each other that way.”
- “You wouldn’t want anybody giving you a hard time.”
- “I hope the next time you witness this kind of behavior you will speak up, if you feel confident, or that you go get immediate help from an adult. That is what you would want somebody to do for you.”

# HIB Prevention Training Program

## Six General Intervention Steps – Step 5

5. Close the intervention. Assess the safety of all the participants.

- Never send the student(s) who used the bullying behavior away with the student(s) who was targeted.
- Identify those bystanders who were instigators and/or contributors to the incident.
- Do not send or leave the instigators or contributors with the student who was targeted.
- Do not send the instigators or contributors with the students who were viewed as possible problem solvers or defenders.

# HIB Prevention Training Program

## Six General Intervention Steps – Step 5

First, focus on the student who displayed the bullying behavior and the possible instigators and/or contributors. Communicate to all the students involved in the incident the actions you will take next:

- Watch them closely.
- Expect them to conduct themselves according to the student code of conduct.
- Report any acts of retaliation.
- Report this to administration.
- Follow up with a conference.
- Dismiss them from the scene at this time and let them know you will check back with them shortly.

# HIB Prevention Training Program

## Six General Intervention Steps – Step 5

Next, focus on the student who has been targeted.

- Be sure you speak softly, confidently and ask if he/she is okay.
- Use actions and/or words that do not cause embarrassment, a loss of emotion, or provoke vulnerable reactions.
- Move closer and stand beside the targeted student.
- Ask how you can help them at this time and in the future.
- Invite them to stop by your classroom.
- Let them know the location where you have an assigned hall duty, or homeroom, or lunch period.

# HIB Prevention Training Program

## Six General Intervention Steps – Step 5

- Leave them with the message that you or another trusted adult will be available to assist them, if needed.
- Ask them if they would like someone to escort them to their next class.
- Ask if they need you to assist them to the office or take them to another trusted adult of their choice.
- Assure them that you or another adult will check back with them shortly.

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## Six General Intervention Steps – Step 6

6. Verbally report the incident to the Building Principal or designee on the same day and follow-up with a written report to the Principal within two days of the verbal report.



# HIB Prevention Training Program

## Creating a Positive School Climate and Culture

- Students perform better in school when there is communication between the school and the home and when parents become actively involved in their child's education.
- When parents become more educated regarding bullying, they then have the tools to assist the school district in preventing bullying behavior.

# HIB Prevention Training Program

## Creating a Positive School Climate and Culture

### How Can Parents Help?

- School staff members can work with parents on positive approaches to help address bullying in their child's school.
  - Suggestions to a parent if their child:
    - May be bullied at school;
    - May be a bully at school;
    - Was bullied at school; or
    - Bullied other children at school.
  - Tips to parents in the area of cyber-bullying.

# HIB Prevention Training Program

## Top Ten Strategies for Creating a Positive School Climate and Culture

### ■ #1 - Assessing Climate

- A school or classroom needs a baseline assessment of the climate in order to determine where it is and where it needs to go.
- An assessment will assist in determining the “who,” “what” and “where” of bullying behaviors that are occurring in your school or classroom.
- An assessment can also be done for an athletic team or a co-curricular activity.

# HIB Prevention Training Program

## Top Ten Strategies for Creating a Positive School Climate and Culture

- #2 - Adhere to a comprehensive Harassment, Intimidation, and Bullying Policy
  - Your school district has developed a comprehensive policy that is in compliance with the Anti-Bullying Bill of Rights Act and the New Jersey Department of Education Guidance.
  - All staff members must know how to identify, prevent, intervene, and report bullying conduct.

# HIB Prevention Training Program

## Top Ten Strategies for Creating a Positive School Climate and Culture

- #3 - Consistently Apply a Comprehensive Student Code of Conduct Policy for All Students
  - Research indicates a Code of Conduct Policy that is fair and applied consistently to all students is essential in creating a positive school climate.
  - The Code of Conduct should have fair consequences with positive supports.
  - Each teacher must establish classroom practices that are clear, listing classroom expectations and guidelines against bullying conduct or behavior.

# HIB Prevention Training Program

## Top Ten Strategies for Creating a Positive School Climate and Culture

- #4 - Support the efforts of the required School Safety Team, which is made up of school community members appointed by the Principal.
  - Research indicates all members of a school community must “buy-in” to the school district’s commitment to prevent bullying in order to improve school climate.
  - School Safety Teams have specific statutory responsibilities and your cooperation and participation will enhance the effectiveness of these teams.

# HIB Prevention Training Program

## Top Ten Strategies for Creating a Positive School Climate and Culture

- #5 - Implement classroom activities that will include discussions and integrate anti-bullying messages across the curriculum.
  - There are many resources available to you that offer bullying prevention lessons and classroom anti-bullying programs that can be integrated into classroom activities and curriculum.
  - Implement classroom discussions with students that address bullying and its impact on their physical and emotional safety and health.



# HIB Prevention Training Program

## Top Ten Strategies for Creating a Positive School Climate and Culture

- #6 - Create a welcoming school and classroom environment that is inclusive to all students, staff, and community members.
  - Place posters and messages in the school's hallways and on classroom bulletin boards to create a welcoming, caring, and warm feeling.
  - Students and staff should be warm and welcoming when an invited guest or new student enters the school.
  - The school and classrooms should be neat, clean, and maintained in a manner that makes the school staff members and students proud.

# HIB Prevention Training Program

## Top Ten Strategies for Creating a Positive School Climate and Culture

- #7 - Participate in on-going staff development programs to introduce and reinforce the basic principles of bullying prevention.
  - School districts are required to discuss the effectiveness of the Anti-Bullying program.
  - Teachers must receive two hours of bullying prevention training during the required professional development period.

# HIB Prevention Training Program

## Top Ten Strategies for Creating a Positive School Climate and Culture

- #8 - Focus on “hot spots” where and when bullying is more likely to occur.
  - Bullying “hot spots” should be identified and all staff members should be alerted to these locations in the school building and special attention and supervision should be provided in these areas.
  - Classroom teachers should be aware of any classroom practices where students may be more inclined to exhibit bullying behavior.

# HIB Prevention Training Program

## Top Ten Strategies for Creating a Positive School Climate and Culture

- #9 - Familiarize yourself with the District's Harassment, Intimidation, and Bullying Policy
  - All staff members should know the district's Anti-Bullying Policy.
  - In order to provide a classroom or school environment free of bullying everyone must comply with the requirements of the policy.

# HIB Prevention Training Program

## Top Ten Strategies for Creating a Positive School Climate and Culture

- #10 - Administer follow-up assessments and compare the current climate to the original baseline assessment.
  - Follow-up assessments administered to school staff and students are critical in determining the effectiveness of the bullying prevention program.

# HIB Prevention Training Program – Part 4

## Creating a Positive School Climate and Culture

- Secretary of Education, Arne Duncan, stated:

“ The fact is that no school can be a great school until it is a safe school first. A positive school climate is foundational to start academic achievement. What does a safe school look like? As you all know, it is obvious when you walk in the door. It is a school where students feel like they belong. The students feel secure, valued and are surrounded by adults that they trust. Safe schools also cultivate a culture of respect and caring.”

- Teachers must create a climate of respect and caring.

# HIB Prevention Training Program

## Creating a Positive School Climate and Culture

School climate is also about relationships in the school community:

- Between adults and students
  - Between student
  - Between teachers, administrators, and parents
- ✓ Definitions of school climate frequently refer to the role of student-teacher relationships as the key component of school climate.
  - ✓ We must be sure that all individuals including all staff members, administrators, and students within a school treat each other appropriately.
  - ✓ We must remember that everyone deserves to be treated with respect and every student should feel connected and cared about.



# HIB Prevention Training Program

## Creating a Positive School Climate and Culture

### What is respect?

- Using polite language, displaying good behavior, and showing common courtesy
- Listening actively by giving your full attention
- Being considerate and compassionate - simply caring for others
- Being fair in the treatment of others by basically following the Golden Rule
- Accepting those that are different from you and appreciating those differences
- Being thoughtful of others and having a regard for other's feelings
- Recognizing that everyone, adults and students, make mistakes and being willing to apologize

# HIB Prevention Training Program

## Creating a Positive School Climate and Culture

Some examples of teacher bullying behavior can be:

- rolling of the eyes
- interrupting when a certain student speaks
- issuing counterproductive threats (difference between hurtful threats and discipline is that discipline teaches appropriate behavior and is thought out ahead of time, with the child's understanding of the consequences)
- continually pointing out what a student is doing wrong
- crossing the line between showing appropriate anger in a respectful way and showing anger toward a student in a disrespectful way
- using sarcasm directed at a student to discipline; humiliating students in front of their peers
- being verbally brutal in our words or tone

# HIB Prevention Training Program

## Creating a Positive School Climate and Culture

### What can teachers do about classroom bullying?

- Take immediate action when bullying is observed so that both the target and the bully know that mistreating someone is not tolerated.
- Create cooperative learning activities in which students change groups for balance and interest, and equal treatment of all the participants may be ensured.
- Incorporate classroom activities designed to build self-esteem and spotlight individual talents, interests, and abilities.
- Implement a *buddy system* so that students pair up with a particular friend, an older student mentor, or someone they can depend on for support, particularly if they are new to the school.
- Form friendship groups that support children who are regularly bullied by peers.

# HIB Prevention Training Program

## Creating a Positive School Climate and Culture

### What can teachers do about classroom bullying?

- Model behavior that is inclusive and promotes respect for all students.
- Provide students with opportunities to talk about bullying and enlist their support in defining bullying as an unacceptable behavior.
- Develop an *action* plan for what students are to do if they observe a bully or are confronted by a bully.
- Share with students the responsibility for the classroom's social and physical environment to reinforce acceptable behavior.
- Post and publicize rules against bullying, including fair and consistent consequences for bullying.
- Maintain constant monitoring of cafeterias, playgrounds, and “hot spots” where bullying is likely to occur but direct adult supervision may not be present.

# HIB Prevention Training Program

## Creating a Positive School Climate and Culture

- Simple and easy ways a school can promote an anti-bullying climate:
  - Staff meetings are a good place to regularly assess school climate.
  - Public announcements offer an ideal way for student campaigns that promote a bully-free school.
  - School web sites are a technology-based way to communicate expectations of student behavior and show how bullying will be perceived and dealt with at the school.
  - Student handbooks, planners, and calendars can be designed to include an anti-bullying message and tips on how to ask for help for oneself or others. All requirements, policies, and grievance procedures that must be communicated to parents maybe detailed in the handbook.

# HIB Prevention Training Program

## Creating a Positive School Climate and Culture

- Simple and easy ways a school can promote an anti-bullying climate:
  - School mascots and mottos can promote values, messages, and expectations of respect and safety.
  - Plays and productions may explore and personalize the issues and consequences of school bullying.
  - Suggestion boxes are an anonymous way to report incidents of bullying.
  - Marquees or message boards may display messages or graphics that remind students to show respect and appreciation for everyone.