

WHS ANTI-BULLYING PRESENTATION

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THE LAW

- The law defines harassment, intimidation or bullying as “any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or series of incidents, that is reasonably perceived as being motivated either by 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
- that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds
- that substantially disrupts or interferes with the orderly operation of the school or the rights of other students
- And that a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging a student’s property, or placing a student in reasonable fear of physical or emotional harm to his person or damage his property.”
- Bullying can be a series of incidents or a single incident

BULLYING DEFINED BY DAN OLWEUS

- “A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons and he or she has a difficult time defending him/herself.”
- Bullying includes 3 important components:
 - Bullying is aggressive behavior that involved unwanted, negative actions
 - Bullying involved a pattern of behavior repeated over time
 - Bullying involved an **imbalance of power** and strength

REPORTING AND PROCEDURAL REQUIREMENTS

- All acts of bullying are to be reported to the ABS
- Students can report a bullying incident to a teacher, administrator, coach, or parent
- Those individual then must notify the ABS of Dr. Lottmann
- Any student can report a claim to the ABS (on behalf of themselves or a friend)

THE INVESTIGATION

- Once the ABS is informed about the bullying incident a investigation begins
- The ABS will interview all parties involved (the alleged victim, alleged offender, and any witnesses)
- The parents of the victim and offender are then contacted
- Once the investigation is complete, it gets sent to Dr. Lottmann, then the ABS supervisor, then Dr. Zega
- Students can be disciplined whether it was a founded or unfounded H.I.B
- Students will receive a letter from Dr. Zega with the findings of the investigation

H.I.B OFF SCHOOL GROUNDS

- Under the Anti-Bullying Bill of Rights Act, schools are required to address incidents of harassment, intimidation or bullying occurring off school grounds when there is a nexus between the incident and the school (i.e., the harassment, intimidation or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students.)

WEEK OF RESPECT

- Under New Jersey's Anti-Bullying Bill of Rights Act, the week beginning with the first Monday in October of each year is designated as a "Week of Respect."
- School districts are required to observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation or bullying.

BULLYING STATISTICS

- 30% of students in grades six through ten in the United States are involved in moderate or frequent bullying either as bullies, as victims, or as both
- 1 out of 5 youth admit to being a bully or doing some bullying
- 43% of the students surveyed fear harassment in the bathroom at school
- In a recent survey, 77% of the students said they had been bullied and 14% said they experienced severe (bad) reactions to the abuse
- 8% of students miss 1 day of class per month for fear of bullies
- Every 7 minutes a child is bullied on the playground, 4% of the time there is adult intervention; 11% of the time there is peer intervention; and 85% of the time there is no intervention.

(Ericson, 2001)

CONFLICT VS BULLYING

- Conflict is a mutually competitive or opposing action or engagement, including a disagreement, an argument or a fight which is a normal part of human development
- Bullying is one-sided, where one or more students are victims of one or more person's aggression, which is intended to physically or emotionally hurt the victim(s)

FOUR TYPES OF BULLYING BEHAVIORS

- Verbal – Includes taunting, name calling, malicious teasing or making threats (U.S. Department of Justice, 2001)
- Psychological – Includes spreading rumors, purposefully excluding people from activities, breaking up friendships (U.S. Department of Justice, 2001)
- Physical – Includes hitting, punching, shoving, spitting or taking personal belongings (U.S. Department of Justice, 2001)
- Cyberbullying – Includes using the Internet, mobile phone or other digital technologies to harm others. (DuPage County Anti-Bullying Model Policy and Best Practices, 2011)

EFFECTS OF BULLYING

- The effects of these bullying behaviors on students include:
 - Serious psychological and behavioral effects manifested in low self-esteem, anxiety, depression, suicide, violence and criminal behavior
 - Physical problems such as headaches, dizziness and stomach aches
 - Poor grades (Olweus, 1994)

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- Student achievement suffers among the bullied and those who engage in bullying (<http://www.stopbullying.gov>)
- Student absenteeism increases. In a national survey, 30% of lesbian, gay, bi-sexual and transgender (LGBT) students reported missing at least one day of school in the past month compared to 8.0% for the general student population (GLSEN, 2009)
- Teacher morale declines when social dynamics in the classroom interfere with instruction and discipline and contribute to increased employee absences (<http://www.stopbullying.gov>)
- Adult-student relationships suffer. Students who witness bullying can become fearful and develop the belief that the adults are not in control or are uncaring (<http://www.stopbullying.gov>)
- Parent confidence and trust in the school erodes when students experience bullying or are accused of bullying others (<http://www.stopbullying.gov>).

Bystander and the effects it has

- What is a Bystander?
 - a person who is present at an event or incident but does not take part

Bystanders May Feel:

- Afraid
- powerless to change the situation
- guilty for not acting diminished empathy for victims over time

BE AN UPSTANDER NOT A BYSTANDER



REPORTING AN INCIDENT

- Parents and students can report an incident via phone, email, or HIBster, which can be found on the district website
 - Link to website: <https://reporting.hibster.com/Pages/Home.aspx?id=163>

WHAT CAN WE DO?

- Create a positive school environment
- If you see something, say something

THE EFFECTS OF BULLYING

- People often carry the negative effects of bullying with them through to adulthood.
- Two thirds of students who are bullied go on to bully other students.
- Bullying can lead to feelings of isolation, despair, and rejection, and can cause anxiety and depression.

WHAT CAN I DO ABOUT IT?

- **Help someone in need:** 50% of the time, bullying stops if a bystander intervenes.
- **Tell someone:** If you are being bullied, ask a teacher, parent or even a friend for help in stopping the bully.
- **Don't ignore it:** The worst thing to do when faced with a bully is to ignore the problem.

PLEASE WATCH THE FOLLOWING VIDEOS

- Eve Shalen- The “In” group [Eve Shalen: The "In" Group - Facing History and Ourselves](#)
- “Bully” released in 2012 (This clip will follow assistant principal, Kim Lockwood, in a Sioux City, Iowa school as she tries to handle a bullying situation.)
<https://www.facinghistory.org/using-bully-classroom/watch/how-do-we-create-safe-schools>
- Video clip from NIOS (Not in Our Schools) “Students Map Bully Zones to Create Safer Schools” <https://www.niot.org/nios-video/students-map-bully-zones-create-safer-school>

MORE INFORMATION ABOUT BULLYING

- <https://www.woodbridge.k12.nj.us/o/WTSD/page/anti-bullying--32>
- <https://www.state.nj.us/education/students/safety/behavior/hib/>
- <https://www.njea.org/issues/anti-bullying/>
- <https://www.stopbullying.gov/resources/laws/new-jersey>
- <https://www.nj.gov/education/students/safety/behavior/hib/guidance.pdf>
- <http://www.njpsa.org/documents/pdf/lawprimer-HIB.pdf>