

Anti-Bullying Policy 5.9

Charter Staff Training

Module 2020-21

for Staff without a BCPS Personnel #



Training Agenda

During this training you will learn:

- What bullying is, its prevalence, and trends,
- Why bullying is so damaging, and
- How you can prevent and intervene with bullying.



What Is Bullying?



Bullying Defined

Bullying is **repeated, purposefully hurtful** (intent to do harm,) action against someone who has **less power**.

R - Repeated

I - Imbalance of Power

P - Purposeful

How do we handle ONE time incidents?

How Do They Compare?

Bullying

R - Repeated
I - Imbalance
of Power
P - Purposeful

Harassment

~~R - Repeated~~
I - Imbalance
of Power
P - Purposeful

Hazing

~~R - Repeated~~
I - Imbalance
of Power
~~P - Purposeful~~

Conflict or Being Mean

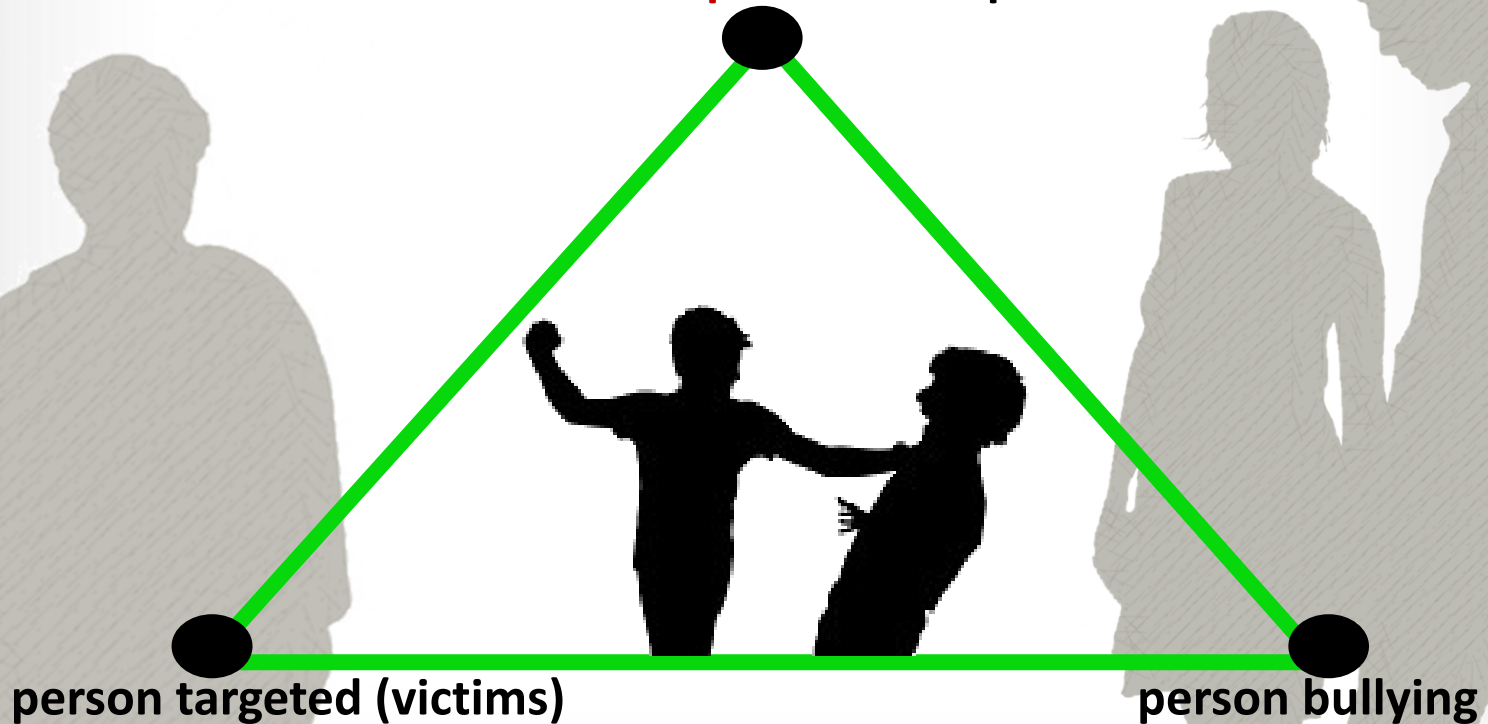
R - Repeated
~~I - Imbalance~~
of Power
P - Purposeful

Mutual Joking or Being Rude

R - Repeated
~~I - Imbalance~~
of Power
~~P - Purposeful~~

Who? The Bullying Triangle

Bystanders: 80% of us who hold
the most **power** to stop it!





How Do People Bully?

Everyone recognizes physical bullying, but would you recognize the more common types?

- 30% is visible bullying.
- 70% is unseen and creates an unsafe school.

Physical



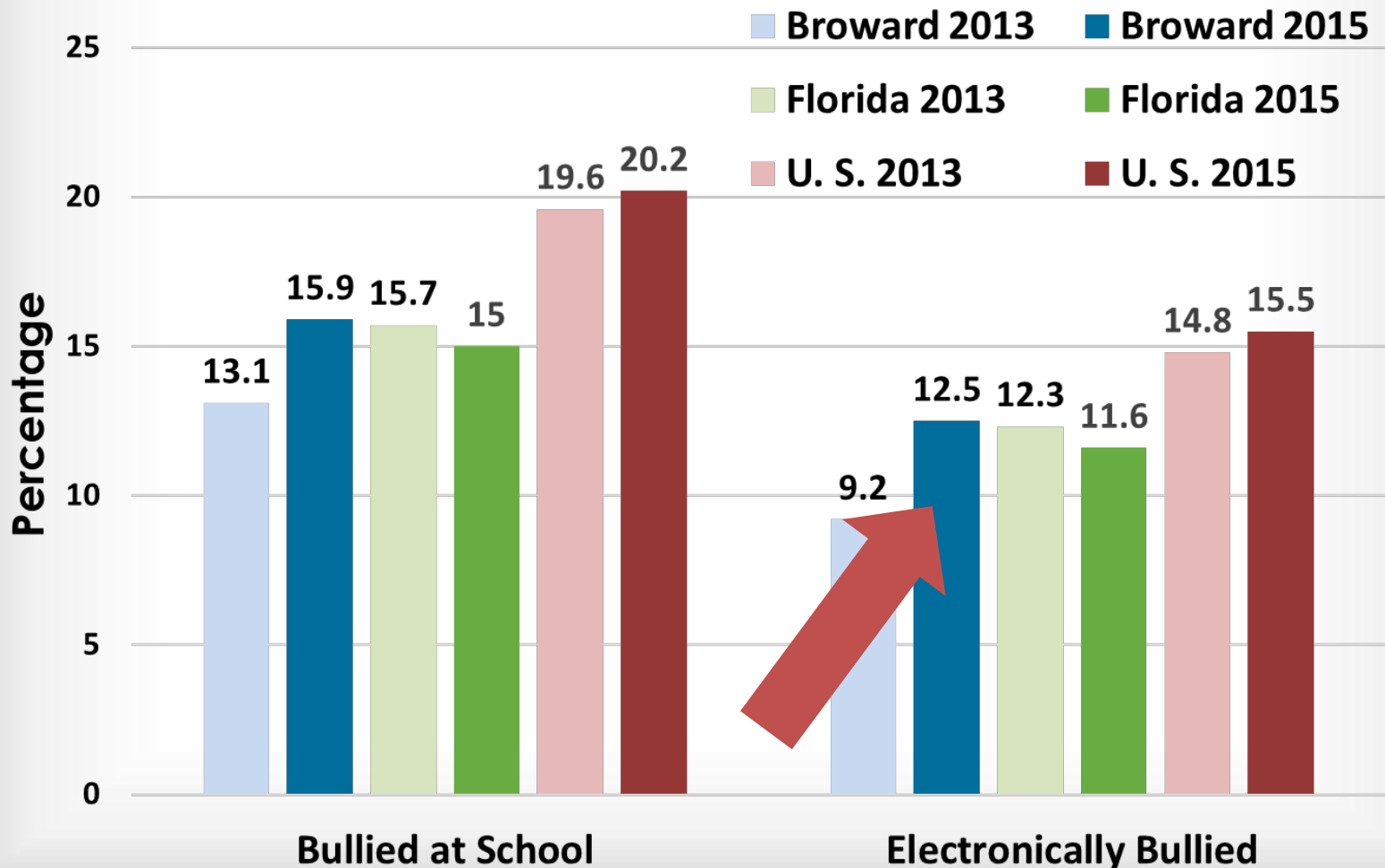
Mental/Emotional



Verbal



Broward's Rates of Bullying



Violence Trends

The pursuit of power over those who have less.

Relationship & Dating Violence: SBBC Policy 5010

- Approximately 60% of Broward's middle schoolers say they are dating, of those 60% report some form of dating abuse.

Sexual Harassment:

- 85% of girls and 76% of boys have been sexually harassed.

Students with Disabilities & Special Needs:

- Are at greater risk of bullying and being bullied, whether the disability is visible or non-visible.
- Are less popular, have fewer friends, and struggle with more loneliness.
- Have trouble determining "friends" vs. abusers.
- Are likely to be bullied and bully others if they have ADHD.



Where Do Your Biases Lie?

"I've thought about it, and I don't want to think about it."

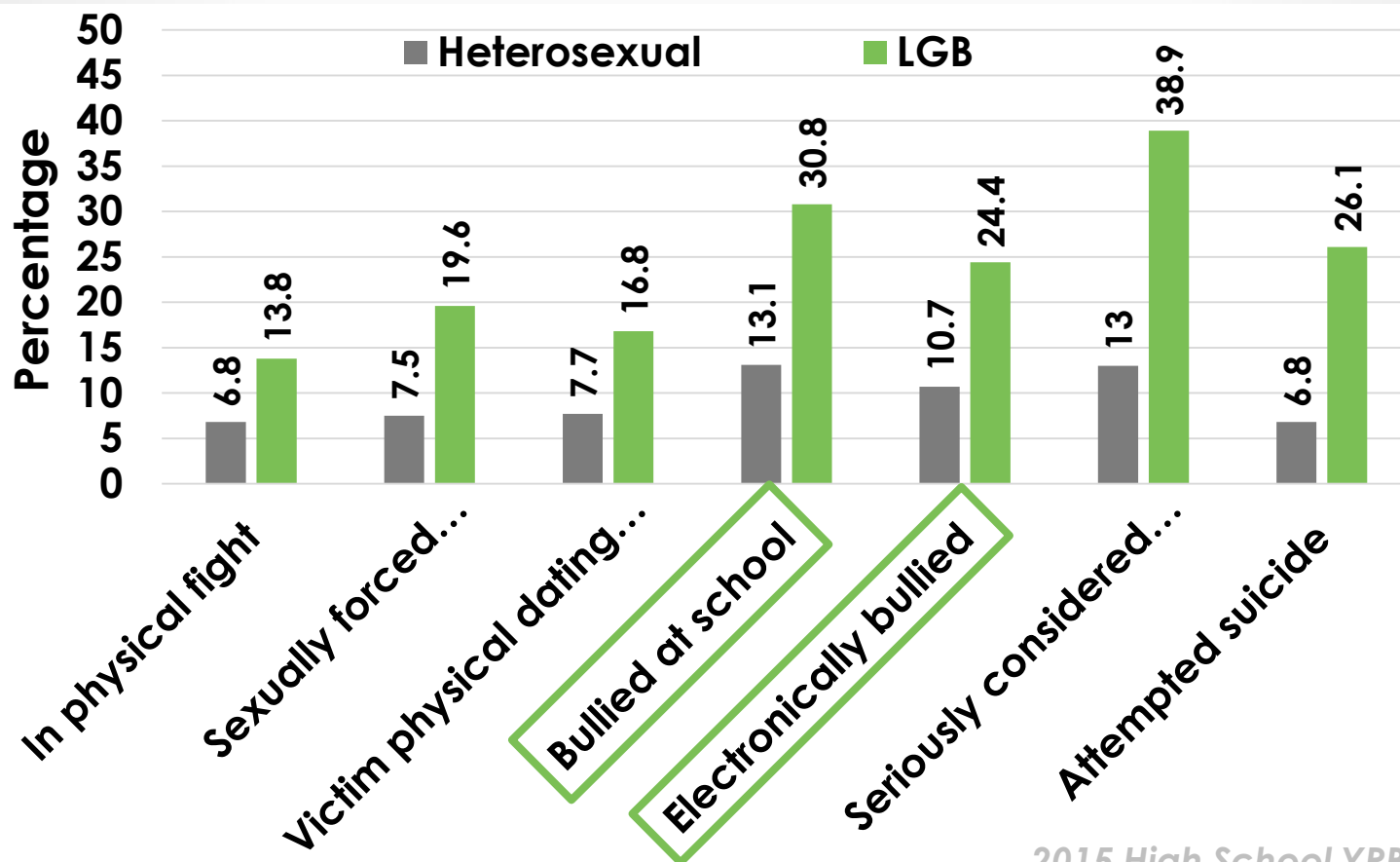


Identity based bullying can be extremely damaging.

The Most Frequently Targeted

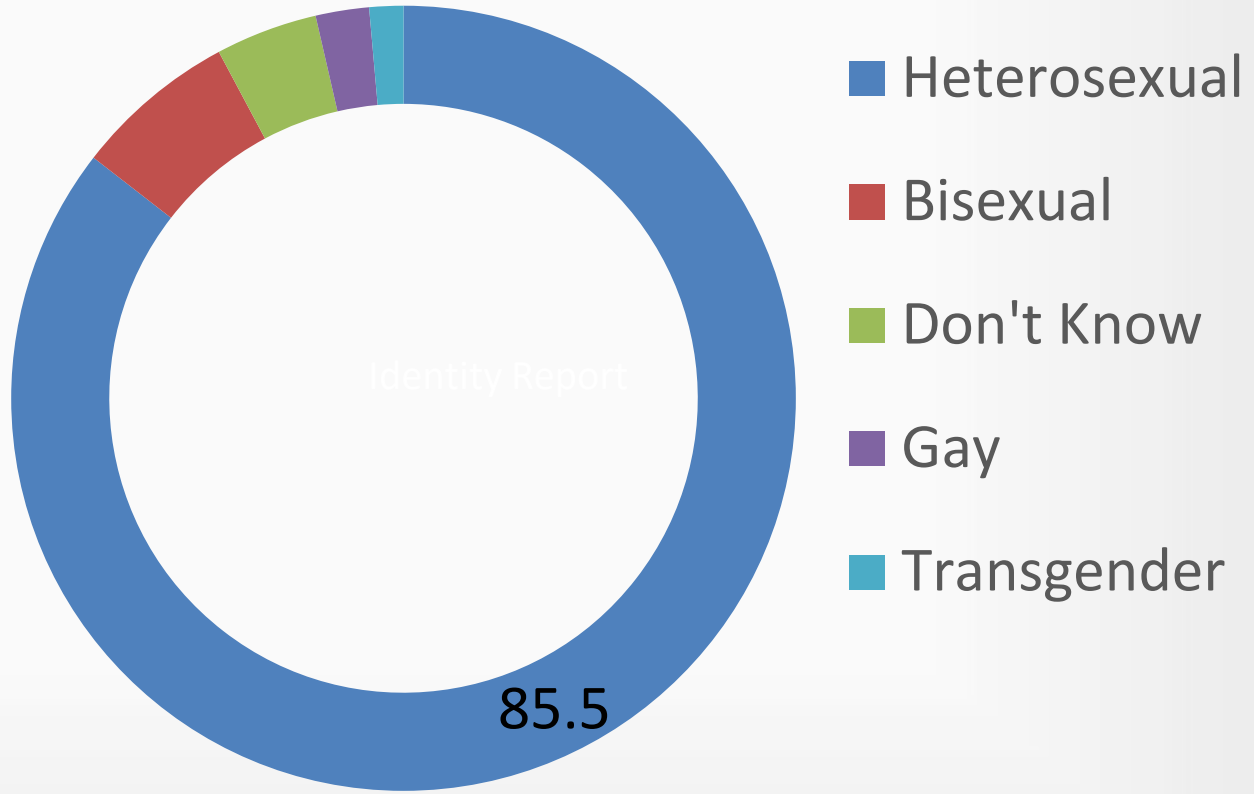
Question	Male 2013	Female 2013	Male 2015	Female 2015
Th Percentage of students who have ever been the victim of teasing or name calling during the past 12 months because someone thought they were gay, lesbian, or bisexual	13.1	13.2	14.7	13.8
6 th	14.5	12.2	16.5	12.8
7 th	11.7	16.0	14.5	12.2
8 th	12.9	11.5	11.1	15.1
Black	12.3	11.1	13.7	15.0
Hispanic	13.6	16.2	13.4	16.1
White	13.5	11.8	17.9	9.0

Lesbian, Gay or Bisexual (LGB) Students





We all have the capacity & expectation for compassion & respect - whatever our belief system.



Speak Up for Our Protected Categories

Someone's real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background.

When working directly with youth...

If you hear this...

You can say this...

That's so gay!

- What does that mean?
- You think that means "stupid" but it actually refers to a person's sexual orientation.
- You might be surprised to know that what you said may hurt someone's feelings.
- How can something have a sexual orientation?

You throw like a girl.

- Are you saying I am a girl?
- Are you implying girls can't throw?
- People do have different abilities, but that doesn't mean you need to be so mean.

You're such a dyke/fag!

- That type of language is not appropriate.
- We don't use those words here.

Source – the CDC's Applying Science. Advancing Practice. Issue, *The Bully-Sexual Violence Pathway in Early Adolescence*

When bullying/harassment becomes a Civil Rights issue, it can be a crime.

Cyber-Bullying

Cyberbullying is willful and repeated harm inflicted through the medium of electronic text or imaging and it may constitute a computer crime.

R - Repeated

I - Imbalance of Power

P - Purposeful





Electronic Trends in Bullying

Some do, but most don't.

Sexting: The act of sending sexually explicit messages and/or nude or semi-nude photos electronically.

Sexting House Bill 75, a minor will NOT be found guilty if they did **ALL 3:**

1. didn't solicit it, 2. didn't transmit it, and 3. tried to report it

Video Voyeurism: It is a crime in Florida to utilize a cell phone or video recording devices in a locker-room or restroom.

Sextortion: “A serious crime that occurs when someone threatens to distribute private and sensitive material if one doesn't provide images of a sexual nature, sexual favors, or money.” - *FBI*



COMPLETE QUIZ QUESTION #1

Bullying can be defined and identified by using the acronym RIP, which stands for:

- a) Retribution, instigated, and planned
- b) Repeated, intentional, and purposeful
- c) Repeated, imbalance of power, and purposeful
- d) None of the above

COMPLETE QUIZ QUESTION #2

Some of the recognized types of bullying are:

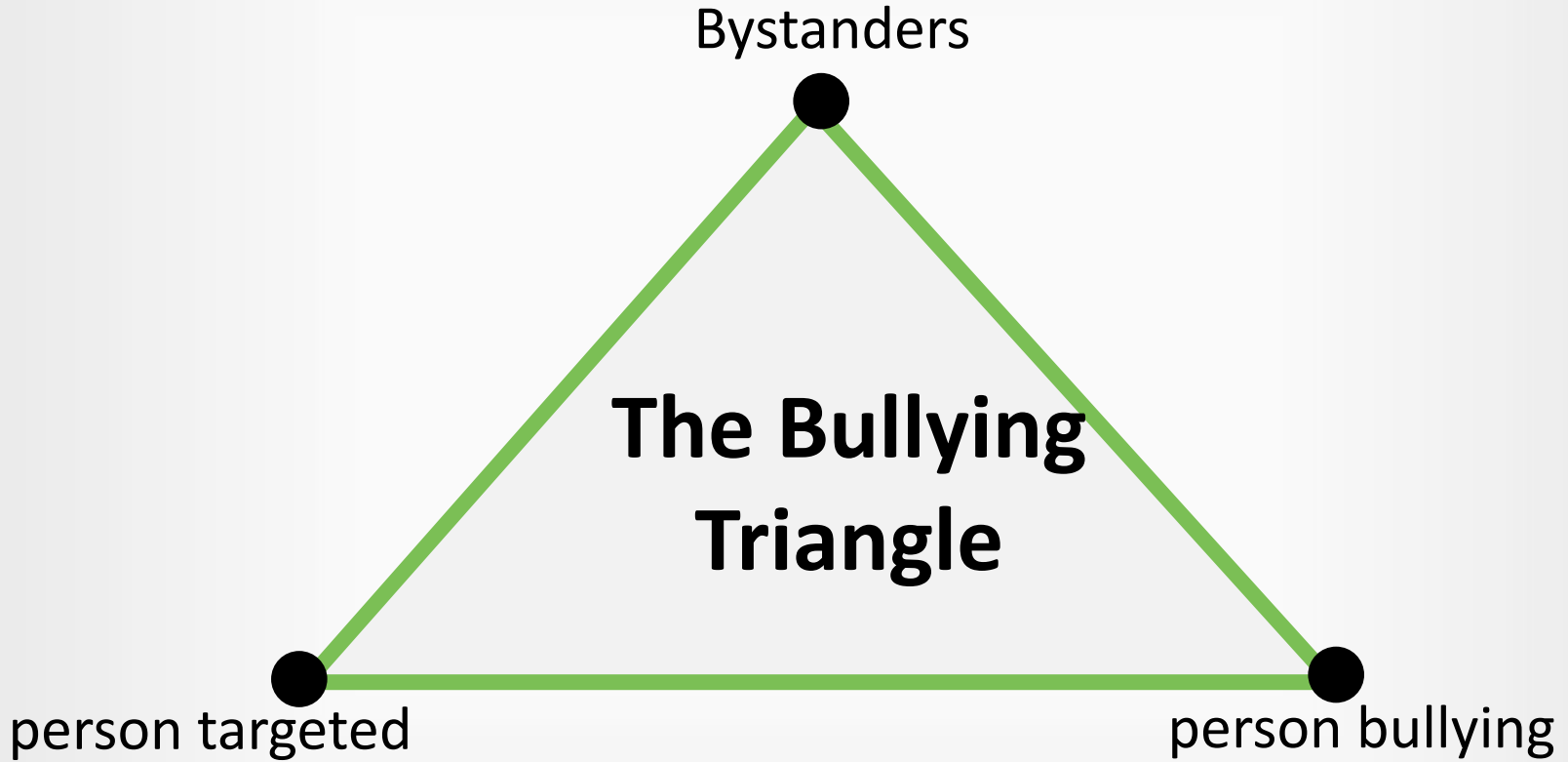
- a) Destruction of property, rumor spreading, assault
- b) Cyber stalking, teasing, sexual harassment
- c) Discrimination, racial harassment, exclusion
- d) All the above



Why Is Bullying So Damaging?



Bullying Is Damaging To Everyone



Bullying is a process of humiliation and loss of quality of life. The majority of us witnessing it hold the power to stop it.



Effects on Those Targeted

- missing school out of fear
- trouble studying
- reduced academic success
- trouble sleeping
- depression
- wanting revenge
- suicidal thoughts

Myth: It's normal part of growing up,
it makes you stronger.

Truth: The damage is real and it can last.





Effects on Bystanders

Bystanders (adults & children) who don't intervene feel:

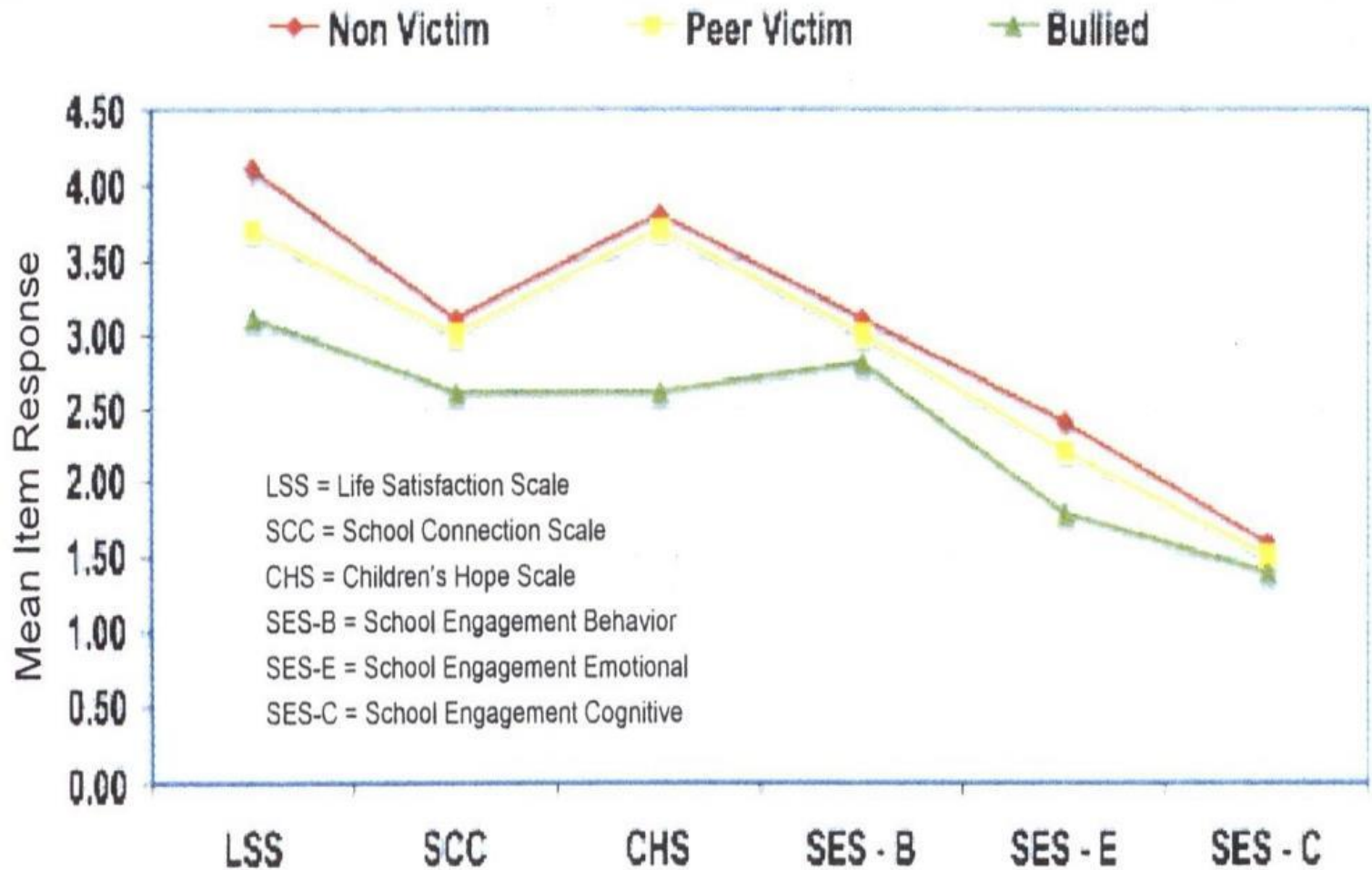
- a loss in belief that adults have the power to help
- a dislike/avoidance of school, difficulty concentrating
- afraid that it will happen to them
- helpless to do anything about it
- guilt for not helping the victim
- a loss in school connectedness
- a loss of hope
- a loss of empathy for targets
- a loss of self-worth

Myth: It's not hurting ME.

Truth: Bullying hurts everyone.



What Research Is Showing Us



Effects on Those Bullying

Children's academic achievement in the 8th grade could be better predicted by their social abilities at 3rd grade, rather than their academic achievement at 3rd grade.

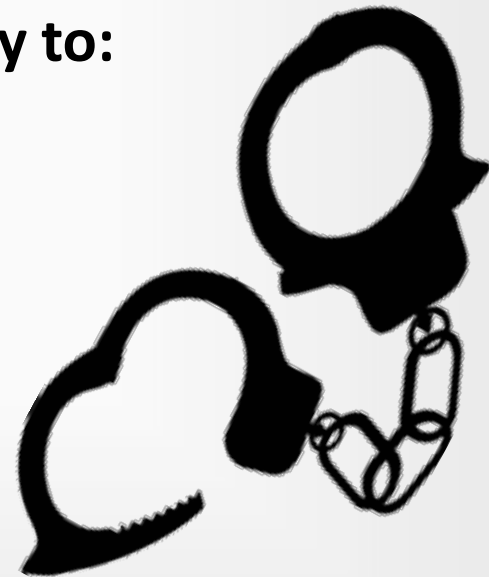
- Caprara, Barbanelli, Pastorelli, Bandura & Zimbardo, 2000

Bullying hurts **BULLIES** who are more likely to:

- drop out of school
- have criminal charges
- have substance abuse issues
- perpetrate family violence as adults

Myth: I am tattling or snitching if I tell.

Truth: We are helping our friends by telling.



Preventing Violence Before It Grows



Source - Preventing Multiple Forms of Violence: A Strategic Vision for Connecting the Dots

COMPLETE QUIZ QUESTION #3

Only boys bully:

- a) True
- b) False

COMPLETE QUIZ QUESTION #4

People who bully have power over those they hurt:

- a) True
- b) False

COMPLETE QUIZ QUESTION #5

People who bully are insecure and have low self-esteem:

- a) True
- b) False

COMPLETE QUIZ QUESTION #6

The #1 determinant if bullying will occur is:

- a) How the student is raised.
- b) The socio-economic make-up of the school.
- c) The environment in which it occurs.
- d) Whether the school has known gangs.

COMPLETE QUIZ QUESTION #7

Bullying is a normal part of growing up and the student will outgrow it:

- a) True
- b) False



How Can You Prevent & Intervene with Bullying?

#1 Determinant If Bullying Will Occur Is The Environment In Which It Occurs

Tier 3: Intensive Interventions

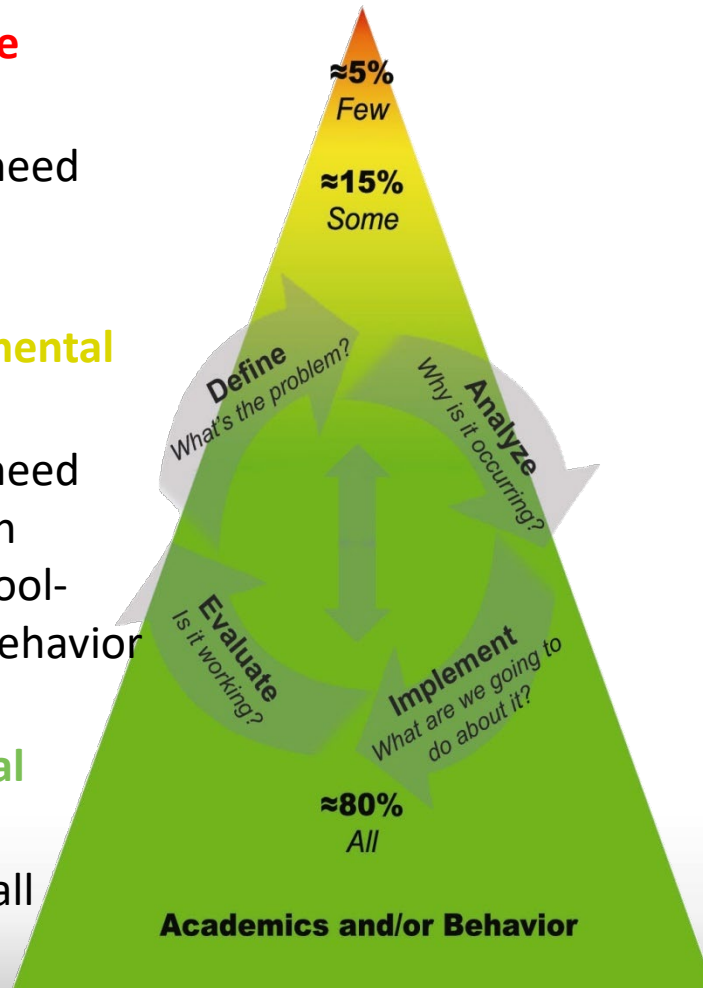
Students who need individualized intervention.

Tier 2: Supplemental Supports

Students who need more support in addition to school-wide positive behavior program.

Tier 1: Universal Interventions

All students in all settings.



Individualized High Risk Bullying Intervention

Support Group Method, behavioral emotional assessment, social skills training.

At Risk Preven/Intervention

Referral to Guidance or Administrative Interv., increased supervision, Peer Counseling for conflict, targeted empathy lessons, 6 Step On The Spot Intervention.

Primary Bullying Prevention

Schoolwide Policy 5.9, Anonymous reporting, BMS data monitoring system, SEL curriculum, annual student/staff/parent trainings, ABCs of Bullying Lessons.



Tier 1: Primary Bullying Prevention

1. Create a safe and supportive learning environment.
 - Establish and enforce clear rules and expectations about bullying behavior with classroom management.
 - Supervise students closely, intervening quickly with any misbehavior, even “joking”.
 - Be a positive role model.
 - Respond promptly to any parent concerns.
2. Teach prevention related lessons in your classroom that support empathy, respect, character traits, etc..
3. Encourage youth involvement and bystander activation.
4. Ensure students to tell you if they feel unsafe.

Prevent bullying before it starts.

When fear enters the classroom, learning is the first victim.



Teach Tattling VS. Telling

Tattling

- To get someone IN trouble
- Complaining
- Going to an adult to solve problems
- Examples:
 - “Sam took Lilly’s book”
 - “Jessica’s talking to me”
 - “Cameron cut in line”

How to Tell?

- Tell an adult
- Anonymous Reporting Box
- Contact BCPS Police/SIU:
 - Call (754) 321-0911
 - Email school911@browardschools.com
 - Text to CRIMES 274637, message MUST begin with Text “SBBC”

Telling/Reporting

- To help someone OUT of trouble
- When they/others are hurt, in danger or being bullied
- Trying to work their troubles out themselves
- Examples:
 - “Clyde is hitting Adam”
 - “Melissa keeps calling Natalie mean names”
 - “Sam won’t let Bill play”

Let Tattling Motivations Guide Solutions and Interventions to Chronic “Tattlers”



Teach HOW & WHEN To Intervene

Myth: There will be retaliation, I may get hurt by intervening.

Truth: We are safer when we intervene, studies show when peers intervene, the bullying STOPS within 10 seconds the majority of times.

WHEN to Intervene: EARLY when the violence level is low.

Safety is the priority!

Low

High

HOW to Intervene:

- Directly
- Indirectly



Inoculate Children with Social & Emotional Learning (SEL)

Social & emotional skill development involves the acquisition of the ability to:

- Identify and understand one's own feelings.
- Accurately read and comprehend emotional states in others.
- Manage strong emotions and their expression in a constructive manner.
- Regulate one's own behavior.
- Develop empathy for others.
- Establish and sustain relationships.





Tier #2 Supplemental Supports for at Risk Prevention & Intervention

15% of students need more support in addition to the school-wide primary prevention efforts.

- Use of evidence/research based prevention curriculums.
- Use youth lead peer support groups (Gay Straight Alliance).
- Access Peer Counseling/Mediation for students with conflict (not for true bullying).
- Use specialized trainings based on needs and data (cyberbullying, sexting, empathy, diversity, etc.).
- When witnessing bullying, use the 6 Step On the Spot Intervention.



Use Targeted SEL Lessons to Increase Empathy and Cultural Inclusivity

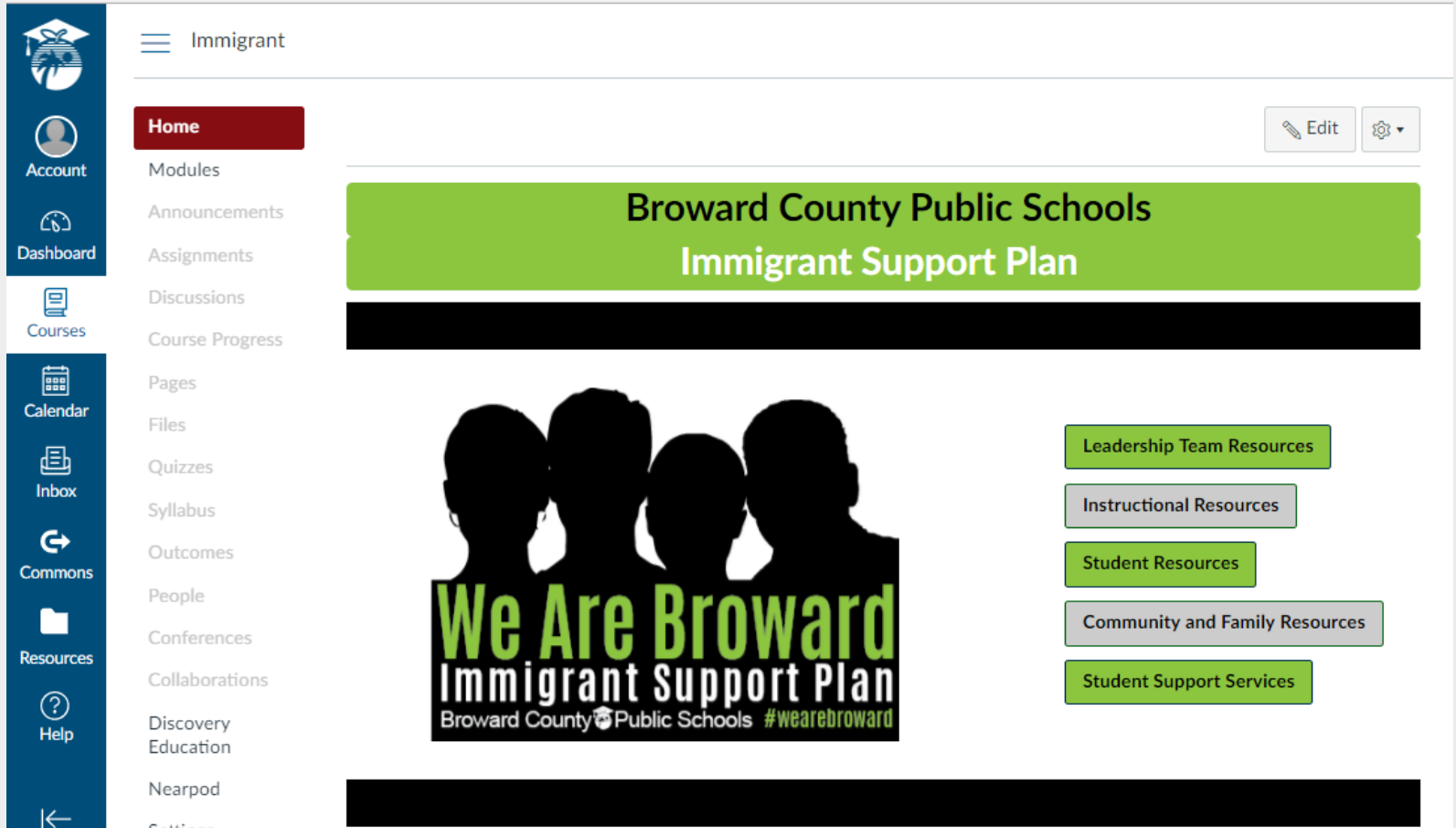
The Best Prevention Lessons:

- Work on many fronts, are repeated, and reinforced.
- Are paired with schoolwide universal interventions.
- Are evidence based and research proven and implemented with fidelity.
- Use interactive teaching techniques such as role playing and class meetings.
- Reduce risk factors and increase developmental assets.
- Help to form supportive relationships between students and adults.

It is a false assumption that anyone else is teaching all of our students these essential life skills.

Noticing Diversity Related Bullying?

Access The We Are Broward Immigrant Support Plan Lessons, Canvas



The screenshot shows a Canvas LMS interface. On the left is a dark blue navigation sidebar with icons and labels for Account, Dashboard, Courses, Calendar, Inbox, Commons, Resources, and Help. The main content area has a top navigation bar with a hamburger menu and the word "Immigrant". Below this is a red "Home" button. To the right of the "Home" button are "Edit" and "Settings" buttons. The main content area features a large green banner with the text "Broward County Public Schools Immigrant Support Plan". Below the banner is a black bar. The central focus is a graphic with silhouettes of four diverse people and the text "We Are Broward Immigrant Support Plan" in green and white, with "Broward County Public Schools #wearebroward" below it. To the right of the graphic is a vertical list of resource buttons: "Leadership Team Resources", "Instructional Resources", "Student Resources", "Community and Family Resources", and "Student Support Services".

Immigrant

Home

Modules

Announcements

Assignments

Discussions

Course Progress

Pages

Files

Quizzes

Syllabus

Outcomes

People

Conferences

Collaborations

Discovery Education

Nearpod

Settings

Edit

Broward County Public Schools
Immigrant Support Plan

Leadership Team Resources

Instructional Resources

Student Resources

Community and Family Resources

Student Support Services

We Are Broward
Immigrant Support Plan
Broward County Public Schools #wearebroward

Noticing Social Media Related Bullying?

Access The Think B4U Post Lessons, DPI Resources Sharepoint



Go to BrowardPrevention.org

2020/21 Back to School Resources

Select Language Powered by Google Translate

Parents & Families | Students | Staff

BROWARD County Public Schools Established 1915

User Options

Our Schools »


Home » BCPS Departments » School Climate & Discipline » Overview

Edit Page

SCHOOL CLIMATE & DISCIPLINE

- Overview
- Important Information on Coronavirus
- About
- Calendar of Observances
- Data & Surveys
- Free Resources
- + Health & Wellness
- + Instructional Strategies
- + Substance Abuse Prevention

School Climate & Discipline



Welcome to
The School Climate & Discipline Department
(formerly Diversity, Prevention & Intervention)

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CONTACT INFORMATION

School Climate & Discipline
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Phone: 754-321-1655
Fax: 754-321-1691

Lauderdale Manors Early Learning and Resource Center


EMAIL US




Diversity




Health and Wellness




Instructional Strategies



Substance Abuse Prevention



Violence Prevention



MTSS
Academic and Behavioral Supports



Know The Early Warning Signs

For student targeted:

- Social withdrawal, loner, few friends, refuse to say what's wrong
 - **Do each of your students have at least ONE friend?**
- Damaged property, cuts, bruises, loss of possessions
- Feeling picked on, persecuted, rejected
- Expressing violence to self/others in writing/artwork/email
- Depression, suicidal thoughts, anxiety, low self esteem
- Drop in grades or attendance
- Change in eating or sleeping patterns
- Psycho-somatic symptoms

For student bullying:

- Maliciously teases, threatens, or uncontrolled anger
- Involved in anti-social behaviors: substance abuse, gangs
- Impulsive
- Discipline problems, aggressive to adults
- Tough/mean spirited, lack of empathy, intimidating
- Prejudicial attitudes, no tolerance of diversity

How to Respond if Told about Bullying

Adults 4 A's

A – Affirm

A – Ask

A – Assess

A - Act

Don't let fears and myths keep you from intervening.





6 Step On The Spot Intervention

Step 1: Stop the bullying.

Step 2: Support the student who has been bullied.

Step 3: To aggressor - name the bullying behavior and refer to the anti-bullying rules.

Step 4: Empower the bystanders with appreciation if they were supportive to target or with information about how to act differently if they did not.

Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.

Step 6: Take steps to make sure the student who was bullied will be protected from future bullying.

- From The Olweus Bullying Prevention Program





What Do Students Say?

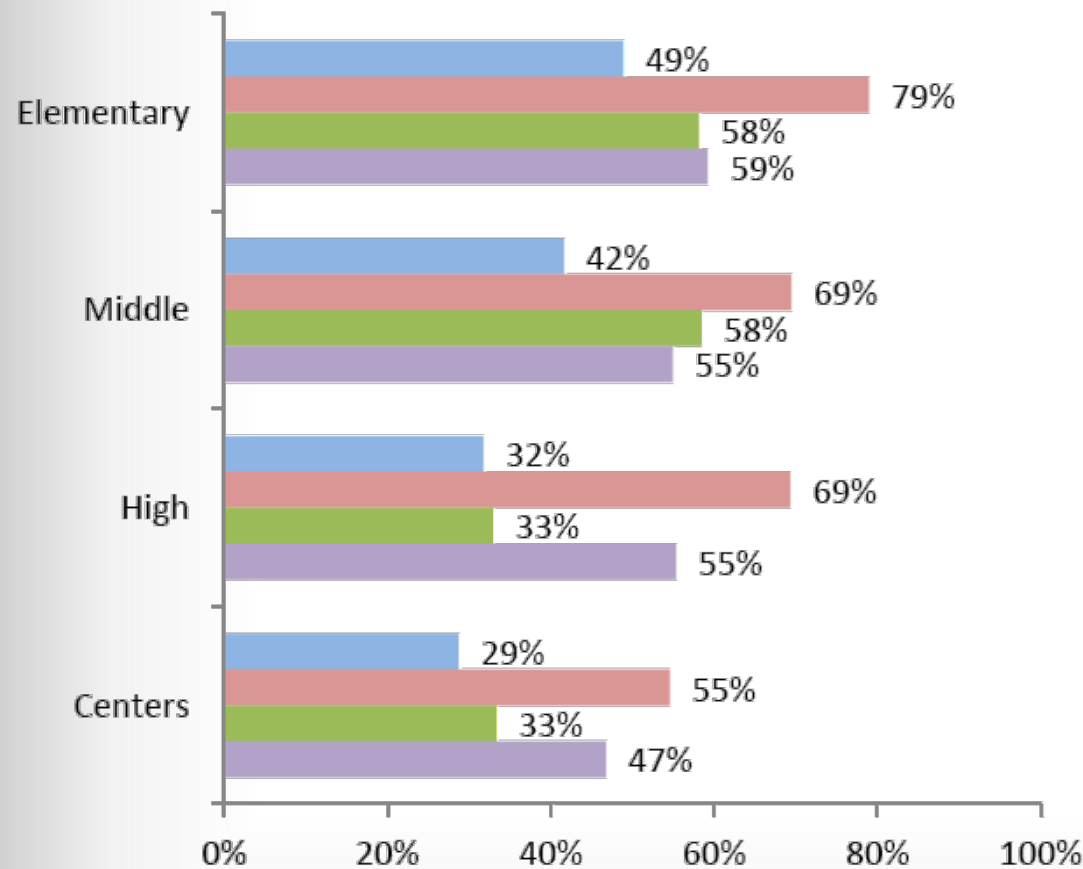
The most **helpful** things teachers can do are:

- listen to the student,
- check in with them afterwards to see if the bullying stopped, and
- give the student advice.

The most **harmful** things teachers can do are:

- tell the student to solve the problem themselves,
- tell the student that the bullying wouldn't happen if they acted differently,
- ignored what was going on, or
- tell the student to stop tattling.

First Intervene, Second Report



■ Students: After I told an adult at school about being bullied, the bullying stopped.

■ Teachers: After addressing the bullying or cyberbullying incident, the bullying stopped.

■ Parents: After reporting the bullying or cyberbullying incident to the school, the bullying stopped.

■ Non-Instructional Staff: After addressing the bullying or cyberbullying incident, the bullying stopped.



Reporting Bullying in BCPS

- **WHEN:** All staff are mandated reporters, anytime they suspect, witness or have bullying reported to them.
- **WHO:** Each school has an Investigative Designee who receives and investigates all complaints.
- **HOW:** Staff are required to make all bullying referrals via your electronic data tracking system.
- **WHAT IF:** It is cyberbullying occurring off school grounds?
Schools will take reports and provide interventions, but can only provide consequences if the actions *significantly affect a student's ability to learn* or a teacher's ability to teach (First Amendment rights).
- **HOW LONG:** All investigations will be concluded within 15 school days.



Tier 3: Individualized Intensive High Risk Bullying Intervention

5% of students who need individualized intervention

1. Referral to Response to Intervention team
2. Behavioral emotional assessment
3. The 7 step Support Group Method of Bullying Intervention: A practical, non-punitive, solution-focused method for resolving bullying issues by encouraging peer ownership and support.
4. Social skills training
5. Disciplinary sanctions
6. PROMISE Program
7. Individual mental health targeted interventions
8. Behavior Modification Plan



In Review, School Employees Can Prevent Bullying by...

- ✓ Completing the annual Anti-Bullying Policy 5.9 training module.
- Making known the Policy and Reporting Procedures to students.
- Setting, role modeling, and enforcing classroom guidelines for safety and respect.
- Intervening anytime bullying behavior is witnessed using the 6 Step On The Spot Intervention.
- Reporting any suspected bullying.
- Meaningfully connecting to your students.
- Encouraging bystander intervention.
- Embedding SEL into all aspects of the day.
- Increasing adult supervision in common areas.
- Infusing culturally sensitive curriculum.



“Awareness without Action is Useless.” - D. Olweus.

COMPLETE QUIZ QUESTION #8

If a school staff member is told of or witnesses even one instance of suspected bullying, he/she MUST:

- a) Intervene
- b) Report/refer the same day to the school's Investigative Designee
- c) Record any and all interventions on the school's designated electronic tracking system
- d) All the above

COMPLETE QUIZ QUESTION #9

When witnessing bullying, school staff use the 6 Step On The Spot Intervention because it:

- a) Takes advantage of the 'teachable moment'
- b) Engages any bystanders while supporting the target
- c) Corrects the aggressor
- d) All the above

COMPLETE QUIZ QUESTION #10

Reporting bullying usually makes it worse:

- a) True
- b) False



Questions?

Need more information?

Go to

- School Climate & Discipline
Department's website
www.BrowardPrevention.org
- or call us at (754) 321-1655.

