Welcome!

Today’s Program:

The Bully, The Bullied & The Not-So-Innocent Bystander

will begin shortly
Our Goal: “To provide useful information on how to maximize the use of instant contact solutions, whether it be school-to-parent or student-to-school, across a wide variety of issues, topics and situations...”

Margaret Schatz
SchoolReach/CyberBully Hotline
National Marketing Director
A Little Housekeeping

All attendees are in listen-only mode.

Please take our brief survey at the end of the webinar.
Partners in Education

- St. Louis, MO based company
- Serving schools since 2002 and growing
- Over 5,000 schools in 50 states and D.C. serving nearly 3 MM students
- SchoolReach specializes in the needs of K–12 schools
Today’s Presenter

Barbara Coloroso
Anti-bullying Expert
Best-selling Author
International Speaker
the bully, the bullied and the not-so-innocent bystander

webinar notes

Excerpts from the bully, the bullied and the bystander
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the ways and means of bullying

the ways
1. one time event
2. continuous and repeated
3. hazing
4. cyberbullying

the means
1. verbal
2. physical
3. Relational
Bully/Bullies
Plan and/or
start the bullying
and take
an active part

Henchmen
Take an active part
but do not start
the bullying

Active Supporters
Cheer the bully on
and seek social
or material gain

Passive Supporters
Like the bullying but do
not show open support

The Target
The one who is bullied

Witness, Resister, Defender of the Target
Dislikes the bullying and
helps or tries to help the one
who is bullied, the target

Potential Defenders
Oppose the bullying and
know they ought to help,
but do not act

Disengaged Onlookers
Observes; ‘is none of
my business;’ turns away

An adaptation of
The Bullying Circle
by Dan Olweus, PhD
used with permission

Illustrations by Joey Colorosa

From The Bully, The Bullied, and The Bystander
www.kidsareworthit.com kids are worth it! inc.
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the bully

Bullies come in all shapes and sizes. Some are big; some are small; some bright and some not so bright; some attractive and some not so attractive; some popular and some disliked by almost everybody.

Bullying is a conscious, willful and deliberate hostile activity, intended to harm.

The Four Markers of Bullying
1. An imbalance of power
2. Intent to harm
3. Threat of further aggression
4. When bullying escalates unabated—terror

Bullying is not about anger, or even about conflict. It’s about contempt—a powerful feeling of dislike toward someone considered to be worthless, inferior or undeserving of respect. Contempt comes with three apparent psychological advantages that allow kids to harm others without feeling empathy, compassion or shame. These are:

1. A sense of entitlement—the right to control, dominate, subjugate, and abuse another human being
2. An intolerance toward difference
3. A liberty to exclude—to bar, isolate, and segregate a person deemed not worthy of respect or care

Seven Steps to Stop Bullying
1. Discipline (including the three Rs: restitution, resolution, reconciliation)
2. Create opportunities to “do good”
3. Nurture empathy
4. Teach friendship skills
5. Closely monitor TV viewing, video games and computer activities
6. Engage in more constructive, entertaining, energizing activities
7. Teach ways to “will good”
the bullied

The one thing that all kids who are bullied have in common is that a bully or a bunch of bullies has targeted them. Each one was singled out to be the object of scorn, and thus the recipient of bullying, merely because he or she was different in some way.

The Warning Signs
1. Shows an abrupt lack of interest in school, or refuses to go to school
2. Takes an unusual route to school
3. Suffers drop in grades
4. Withdraws from family and school activities
5. Is hungry after school
6. Steals money from home
7. Makes a beeline to the bathroom when arriving home
8. Is sad, sullen, angry, or scared after receiving a phone call or email
9. Does something out of character
10. Has torn or missing clothing
11. Uses derogatory or demeaning language when talking about peers
12. Stops talking about peers and everyday activities
13. Has physical injuries not consistent with explanation
14. Has stomachaches, headaches, panic attacks, is unable to sleep, sleeps too much, is exhausted
15. Plays alone, or prefers to hang with adults

Why Kids Don’t Tell
1. They are ashamed of being bullied
2. They are afraid of retaliation
3. They don’t think anyone can help them
4. They don’t think anyone will help them
5. They’ve bought into the lie that bullying is a necessary part of growing up
6. They might believe that adults are part of the lie—they bully too
7. They have learned that “ratting” on a peer is bad, not cool
if a child is bullied

Don’ts
1. Don’t minimize, rationalize, or explain away the bully’s behavior.
2. Don’t rush in to solve the problem for your child.
3. Don’t tell your child to avoid the bully.
4. Don’t tell your child to fight back.
5. Don’t confront the bully or the bully’s parents alone.

Do’s
1. I hear you; I am here for you; I believe you; you are not alone in this.
2. It is not your fault.
3. There are things you can do.
4. Report the bullying to school personnel.

how to report
1. Arrange a meeting for you and your child with the appropriate person at the school.
2. Bring to the meeting the facts in writing—the date, time, place, kids involved, and the specifics of the incidents—and the impact the bullying has had on your child as well as what your child has done to try to stop the bullying that didn’t work.
3. Work with your child and school personnel on a plan that addresses what your child needs right now in order to feel safe, what she can do to avoid being bullied and to stand up to any future bullying, and whom she can go to for help.
4. Find out what procedures the bully will be going through and what kind of support the school is expecting from the parents of the bully.
5. If you feel the problem is not being adequately addressed by the school, know that you can express your concerns and let the teacher and/or administrator know that you will take the next step to the school district board office and if necessary—especially in the cases of serious abuse and racist or sexist bullying—to the police.

Excerpts from The Bully, the Bullied, and the Bystander, Barbara Coloroso © 2002
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Three P’s
for a school-led/community based approach

Anti-bullying Policy: Must be clearly articulated, consistently enforced, and broadly communicated. It should include a clear definition of what bullying is, the types of bullying, and the overlays that often increase the cruelty and impact of the bullying.

Sample: Bullying is a conscious, willful, deliberate activity intended to harm where the perpetrator(s) get pleasure from the targeted child’s pain and/or misery. It can be verbal, physical, and/or relational; have as its overlay race, ethnicity, religion, gender (including sexual orientation), physical, or mental ability; includes all forms of hazing and cyberbullying. It can be and often is continuous and repeated over time, but does not have to be. Once is enough to constitute bullying.

Include in the policy a statement of responsibility of those who witness the bullying to seek to stop it by intervening, helping the targeted student escape, and/or telling a caring adult.

Anti-bullying Procedures: Clearly outline the consequences for the bully—and any henchmen or other bystanders who played an active supporting role in the bullying. These procedures should include discipline measures that will be taken to hold the students accountable for their actions. (I recommend some form of restorative justice, i.e. Restitution, Resolution, and if possible, an attempt at Reconciliation at the targeted student’s behest.) Procedures for restorative justice are tailored to the unique problems and possible solutions to repair the damage done. It is helpful to incorporate into the plan the six other ways to reform the perpetrator(s). Parent are notified of the bullying and asked to take measures at home that will help in the restorative justice process.

Clearly outline what measures will be taken to keep the targeted student safe at school, give him or her tools to stand up to the perpetrators, and support to keep the targeted student from succumbing to the bullying. Identify a person or persons to whom the student can safely report any further bullying incidences. Notify parent(s) of incident and school’s plan. Give parent(s) the method to use to report any further targeting of their child. (see how to report)

Programs: Develop programs that back up and reinforce the policy as well as help to create a safe, caring, and welcoming environment for all students.

It is the school culture and social environment that these policies, procedures, and programs create as well as reflect. We can rewrite the script and create for our youth alternative, healthier roles that require no pretense or violence. We can rechannel the behaviors of the youth who bully into positive leadership activities; acknowledge the non-aggressive behaviors of a youth who is bullied as strengths that can be developed and are honored; and transform the role of the bystander into that of witness, resister, and defender. A daunting but necessary task.

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Let’s face it... kids live on their phones.
The Bottom Line

A safety or bullying prevention plan without some form of anonymous reporting is not a full plan.

- Support text and voice reports
- Mobile/web-based
- 24x7 Access
- Two-way anonymity
- Back-end reporting