School House Bullies: Preventative Response Strategies

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**Objectives:**

1. Understand how bullying impacts learning and school climate
2. Recognize when bullying occurs
3. Know prevention and response strategies – including a restorative approach
4. Understand cyber-bullying issues
5. Help parents help their children
6. Know everyone legal obligation

**Available Resources**

* Research on impact on learning
* Books for teaching social responsibility
* Books with anti-bullying themes
* Online bullying and internet safety resources
* Parent guide to internet lingo
* *Bourne, MA Bullying Prevention/Intervention Plan*
* Sexting fact sheet
* *It Begins with a Conversation*
* Cease and Desist Order
* Sample Supervision Plan
* *School House Bullies* DVD & Facilitator Guide 2nd Edition

**Impact on Learning**

* Concentration
* Dropouts

**Statistics**

* 64% of those bullies do not report
* 57% of bullying situations stop after peer intervention
* School based bully prevention programs decrease bullying by 25%
* Reasons for bullying – looks (55%), body shape (37%), and race (16%)

**The Law**

* Texas Law
* David’s Law

**Criteria**

* Intentional harm or aggressive behavior
* Repetitive over time
* Imbalance of power
* Report when bullying is observed or if a student reports

**Lack of Response**

* Bullies feel empowered
* Bystanders become participatory
* Victims believe we are unconcerned

**Suggested Strategies**

* Student driven initiatives
* Encourage reporting
* Provide counseling – with follow-up visits
* Student support groups
* Give students opportunities to belong
* Use role play
* Educate bystanders
* Student ambassadors
* Cease and Desist Contract

**Traditional vs. Restorative**

* Traditional – rules are violated, focus on establishing guilt, accountability by punishment
* Restorative – relationships are violated, focus on wants and needs, accountability defined by effect of harm and repairing harm

**Social Media**

* Deleted pictures can be recovered
* Nothing is anonymous
* Digital conscience

TWHE

WTGP

MLAS

FUB

DYHAB

**Working with Parents**

* Communicate concern
* Explain investigatory procedures
* Develop interventions
* Periodically update
* Provide for parent education
* Use bullying prevention committee

**Legal Implications**

Davis vs. Monroe County Board of Education 1999

* School has knowledge of harassment
* School is deliberately indifferent
* School exercises control over harasser and context in which harassment occurs
* Harassment is so severe, pervasive, and objectionably offensive that it deprives victims access to educational opportunities or benefits provided by the school

**Litigation Protection Strategies**

* Understand scope of employment
* Train all staff
* Follow policies and procedures
* Communicate with parents
* Investigate all complaints
* Use anonymous surveys to assess the environment
* Use written supervision plans