

INTERVENING IN BULLYING SITUATIONS

What's inside?

The following packet contains resources that will help you to navigate intervening in bullying situations.

Through helpful tips and detailed do's and don'ts, the handouts contained herein will help you effectively and positively intervene in and prevent future bullying situations.



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INTERVENING IN A BULLYING SITUATION



Step One

Stop the bullying situation.

Physically separate the students while verbally calling attention to the situation.



Step Four

Empower the bystanders. Show appreciation to the students who supported the person being bullied and equip them with information about how to act in the future.



Step Two

Support the student who has been bullied. Help the person who is going through a traumatic experience in a way that allows them to regain control of their emotions.



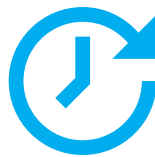
Step Five

Impose immediate and logical consequences. Give the student who bullied a consequence right away. The consequence will depend on where the incident happens.



Step Three

Address the student who bullied. Use a verbal reprimand and specifically name the bullying behavior. No questions: let them know what you saw.



Step Six

Follow up after the bullying situation. Take steps to ensure that the student being bullied will be protected and that students bullying will change their behavior.



INTERVENING DOS AND DON'TS - PART I

STEP	DO	DON'T
 <p>Step One Stop the bullying situation.</p>	<p>Stand between the students who bullied and the student who was bullied.</p> <p>Set ground rules for all participants (e.g. "I want you each to stand here, listen, and not talk.")</p>	<p>Don't get into a physical or verbal tussle with any student.</p> <p>Don't send any students away - especially bystander(s).</p> <p>Don't ask about or discuss the reason for the bullying or try to sort out the facts now.</p>
 <p>Step Two Support the student who has been bullied.</p>	<p>Stand close beside the student who has been bullied.</p> <p>Make minimal eye contact - just enough to gauge their emotions.</p> <p>Consider physically comforting the student (e.g. pat student on the shoulder) only if you think it will not cause embarrassment or loss of control.</p>	<p>Be careful in showing too much overt attention to the student who was bullied. Too much sympathy (when expressed in public) may be uncomfortable to the student.</p> <p>Don't ask the bullied student to tell you what happened.</p> <p>Don't offer lots of sympathy (words of actions) on the spot - wait until later.</p>
 <p>Step Three Address the student who bullied.</p>	<p>State what you saw/heard; label it bullying.</p> <p>State that it is against the rules (e.g. "the words I heard you use are against our rules about bullying.")</p> <p>Use a matter of fact tone to let student(s) who bullied know exactly what behaviors are not okay and why.</p>	<p>Do not accuse - simply state the facts ("I saw..." or "I heard...").</p> <p>Don't engage students in a discussion or argument about the facts. Remind them to listen and not talk.</p>



INTERVENING DO'S AND DON'T'S - PART II

STEP	DO	DON'T
 <p>Step Four Empower the bystanders.</p>	<p>Praise bystanders with specific comments about things they did to help, even if they were not effective.</p> <p>If they took no helpful action, use a calm, supportive tone to let bystanders know that you noticed their inaction.</p> <p>If appropriate, suggest something they could do now to help the student who was bullied.</p>	<p>Don't scold bystanders for not getting involved.</p> <p>Don't ask bystanders to state what happened or explain their behavior at this point.</p>
 <p>Step Five Impose immediate and logical consequences.</p>	<p>A verbal reprimand is likely to be the first reaction. In addition, you may want to take away some social opportunities from the bullying students as your role and relationship with them permit.</p> <p>Let the students who bullied know you will be watching them closely to be sure there is no retaliation against the student who has been bullied.</p> <p>If these students are not members of your group, notify their primary teacher so they know what happened and what disciplinary action was taken.</p>	<p>Do not scold.</p> <p>Don't institute a reparation plan on the spot. Follow up later.</p>
 <p>Step Six Follow up after the bullying situation.</p>	<p>Plan a follow-up meeting with the student who was bullied and their parents (as appropriate).</p> <p>Keep an eye on the situation and make sure the student who was bullied knows they should report any future bullying.</p> <p>Try to involve the student with a positive peer group, so they aren't isolated or alone.</p>	

*Materials for this document based on information found at www.stopbullying.gov/respond/on-the-spot



USING VERBAL REPRIMANDS EFFECTIVELY



Intervene Early

Intervene with verbal reprimands as early as possible. It is more difficult to stop a behavior that has "gone too far."



Eye Contact

Look students in the eyes. Encourage those involved to look you in the eyes, as well.



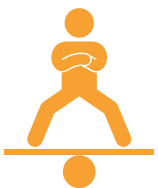
Approach

Approach the students who will be rebuked. Staff members often reprimand students from too far away. If your personal safety is not in danger, then you should be one or two arm lengths away from the student.



Get to the Point

Be brief, clear, and behavior specific. Specific behavior commands makes it easier for the students to comply with your request. For example, "John, you are saying mean things to Emma again. Stop it right now!"



Keep Calm

Use a firm, steady voice to request a stop to the behavior. Make it known that this is a serious issue without getting overly upset or emotional. It is important not to lose control by shouting or making derogatory comments about the students.



Follow Through

Follow through on logical consequences. No "empty threats": do not tell the students they will have a consequence that you would not actually be willing to give. It is important that the students trust that you will do what you say you will do.



WHAT TO DO IF A STUDENT...

IS BULLYING OTHERS

Make it clear you take bullying seriously.

Make sure the student knows that this behavior is not okay.

Make rules.

Praise students for following the rules and use nonphysical, logical consequences when rules are broken.

Pay attention.

Keep track of your student's activities and who their friends are. How do they spend their unstructured time?

Encourage positive behavior.

Build on the student's talents and encourage them to get more involved in positive activities.

Share your concerns.

If necessary, share your concerns with your supervisor. Work together to send a clear message to the student that the bullying must stop.

IS BEING BULLIED

Support the student and find out more.

Listen carefully to any details of the bullying incident(s) that the student shares with you and take notes. Don't blame the student.

Help build their resiliency.

As Bruce Lee said, "be like water." Encourage the student's strengths and interests.

Create a safe space.

Make sure you offer the student a safe space to recover and share within the larger school community.

Encourage safety strategies.

There is safety in numbers! Let the student know how to seek out help from fellow friendly students or teachers..

Share your concerns.

Share your concerns with your supervisor. If appropriate, assist student in finding a mental health professional.

WITNESSES BULLYING

Teach students to intervene.

Encourage students to intervene, not physically, but by using their words if it's safe to do so.

Discourage cheering on or watching.

Let it be known that this sort of behavior only encourages the student bullying others.

Encourage communication.

Tell students they should tell a trusted adult about any bullying - it's not tattling.

Reward acts of courage.

Praise bystanders who tried to do the right thing, even if they weren't successful.

Share specific ways students can help.

For example, role-play what students can say or do in bullying situations.

Inspire students to help.

Teach students to empathize with and include those who tend to be left out.