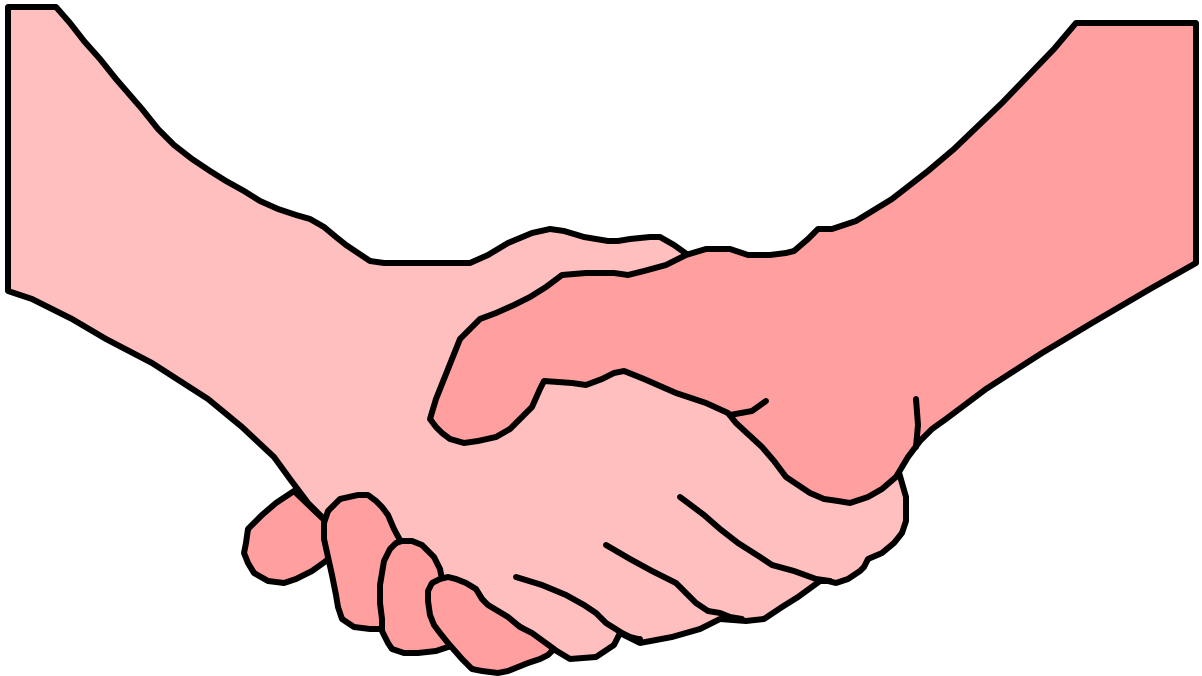


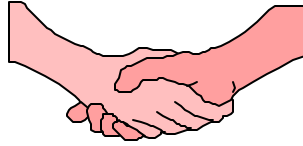
**MONTROSE AREA SCHOOL DISTRICT
ADMINISTRATION OFFICES
80 HIGH SCHOOL ROAD
MONTROSE, PA 18801**

BULLY BUSTERS



Presented by:

Montrose Area School District



**I
Am An
Individual**

I am an individual.

I have dignity and worth.

I am unique.

I deserve respect and I respect others.

I am part of a human family.

I have something special to offer the world.

I am committed to a peaceful world for all of us.

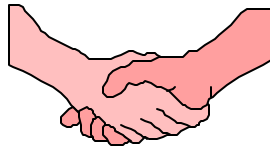
I make a difference, and so do you.

I can accomplish whatever I set out to do,

and so can you.

I am the key to peace.

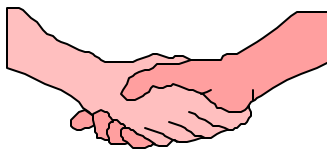
***Naomi Drew**



BULLY BUSTERS

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MONTROSE AREA SCHOOL DISTRICT SAFE SCHOOLS MISSION STATEMENT

In an ongoing commitment to provide a safe learning and working environment for our students and staff, the Montrose Area School District has developed a series of intervention and prevention programs.

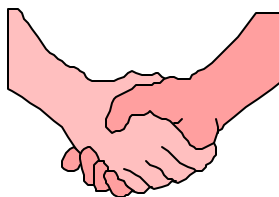
It is the goal of everyone involved in the Montrose Area School District to demonstrate our intolerance for any activity or offense that endangers the safety of the students and/or staff. It is our intention to make every reasonable effort within the capability of the district to provide an environment that is safe and secure for the students, staff and public.

The Definition of Bullying

Bullying can be defined as repeated physical or psychological intimidation that over time creates a pattern of abuse and harassment.¹ Bullying is any condition or act that creates a climate in which individual students and/or teachers feel fear or intimidation. One anti-bullying group describes three types of bullies:

- *Physical bullies* hurt people and/or property.
- *Verbal bullies* use humiliating, insulting comments. In contrast to physical bullies, they often go undetected.
- *Relational bullies*, often girls, influence their peers to reject or exclude another child.²

Physical bullies as well as their victims are usually males.³ Female bullies resort to more “rational” verbal and manipulative tactics. Bullies often come from homes where punishment is physical and parents are emotionally distant or uninvolved. Bullies do view the world as threatening, often misinterpreting others’ behavior.⁴ Research does not generally support the theory that bullies suffer from low self-esteem.



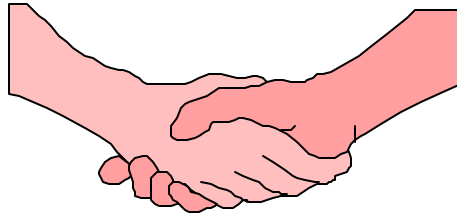
¹ Batsche, G.M & Knoff, H. M. (1994) *Bullies and their victims: Understanding a pervasive problem in the schools: School Psychology Review*, 23 (2), 165-174.

² Bully B-'Ware Productions. (1999) *More information on bullying*. [See: <http://www.bullybeware.com> or call 1-888-552-8559.]

³ Banks, R. (1997). *Bullying in Schools*. ERIC Digest ED407154. Champagne, IL:ERIC Clearinghouse on Elementary and Childhood Education.

⁴ National School Safety Center (1993) *School bullying and victimization: NCSS Resource Paper*. Malibu, CA: Pepperdine University.

Features of bullying



Three common features of bullying are:

- It is deliberate, hurtful behavior.
- It is repeated over a period of time.
- It is difficult for those being bullied to defend themselves.

HOW TO INVOLVE STUDENTS IN THE “BULLY BUSTERS” PROCESS

In communicating with the students, the following information should continually be stressed:

- Your administration and faculty want nothing less than to run a school that is free of threats, violence and aggression. Physical and/or verbal harassment will **never be tolerated**.
- We, as adults, would not tolerate working in an environment that condones harassment. We want our workplace to be safe; and you, as students, should never tolerate anything less than a safe, violence-free school.
- Never feel that you have to deal with bullying alone. If you do not feel safe, you need to tell us so that we can help.
- If something is bothering you, it is a good idea to let an adult know what is going on.
- Tell us if you are worried about a friend or someone in your class. Do not worry or feel bad about asking help from an adult.
- We want to hear from you because your suggestions are valuable. You are in a better position to know this school and what goes on in it than we are.
- You hold a key to the success of the program.

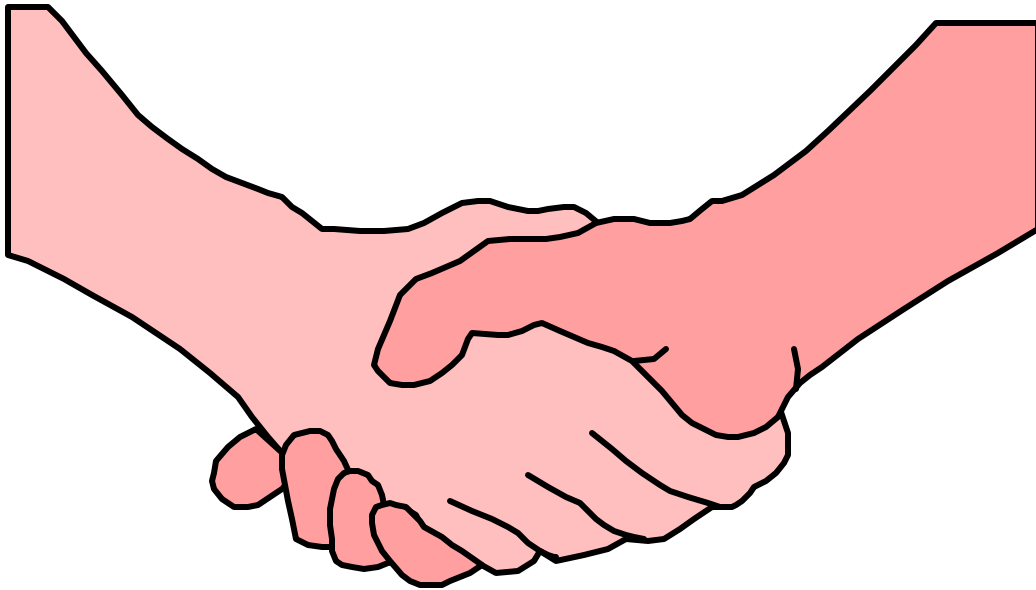
USING SCHOOL-LEVEL AWARENESS AND INVOLVEMENT TO HELP STUDENTS IN REPORTING BULLYING

Your School wants to . . .

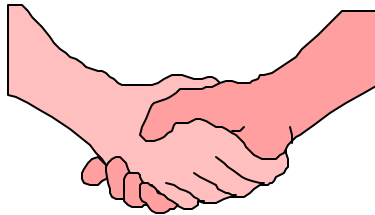
- Provide an environment that is safe for *all* students. When a bullying incident is reported, services will be provided to the victim and the bully. It is our every intention to create an atmosphere where you will not fear being bullied again. In order to accomplish this we want to work with everyone involved in the problem.
- Provide a process that is safe and confidential so that you feel free to approach a teacher, guidance counselor and/or administrator about a bully. The following should be clear:
 - **How are the students to report?**
 - Give detailed information
 - Give the name of the location and the time the incident occurred
 - Give the names of the people involved in the incident
 - **To whom are they to report?**
 - Administration
 - Staff member
 - Guidance Counselor
 - Parent
 - **When and where are the students to report?**
 - Students should find an appropriate time to report a bullying incident to any of the above mentioned persons. (In certain cases, they may need to request permission to leave and speak to a particular individual.)
 - Students may submit information in a written form to the “*Bully Busters Box*” that will be located in the main office.
 - **We guarantee that information that is given to us will be held with the utmost confidentiality.**
- Help you understand that if you report an incident of bullying, you are not a snitch, a narc, or a tattletale. This is the belief that is felt by the administrators, teachers, bus drivers, parents, and other students.

- Remind you that if you follow these *5 Simple Guidelines* we will be promoting acceptable behavior at all times:

- **Be Responsible**
- **Be Respectful**
- **Follow Directions**
- **Keep Hands and Feet to Self**
- **Be On Time and Be Ready**



CONSEQUENCES FOR BULLYING BEHAVIOR



First Offense

- Discussion with victim
- Discussion with bully
- Identify the anti-social behavior
- Handled at the Classroom Teacher level
- Teacher takes students through a discussion process and issues a warning that another instance will be referred to administration and/or guidance

Second Offense

- Discussion with victim
- Discussion with bully
- Identify the anti-social behavior
- Referral to conference with guidance counselor
- Detention or action appropriate to the student's past disciplinary history in accordance with this policy will be taken

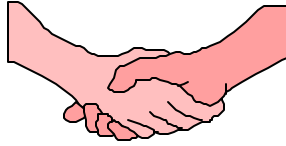
Third Offense

- Discussion with victim
- Discussion with bully
- Identify the anti-social behavior
- Parent(s)/Guardian(s) notified
- Enrollment in "bully buster" or "victims" guidance group
- Two days of in school suspension or action appropriate to the student's past disciplinary history in accordance with this policy will be taken

Fourth Offense

- Discussion with the victim
- Discussion with the bully
- Identify the anti-social behavior
- Parent(s)/Guardian(s) notified
- Referral to outside agency, i.e., MH/MR
- Three days of out of school suspension or action appropriate to the student's past discipline history in accordance with this policy will be taken

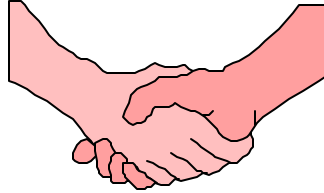
Continued 'bullying' beyond a fourth offense may result in action with the juvenile authorities and/or possible placement in a remedial educational setting.



When someone hurts you, it's normal to feel angry. You might even want to get back at the person by hurting him or her. But you can choose not to do that. You can do one (or more) of these things instead:

- STOP and THINK. Don't do anything right away. Consider your options. Think about what might happen if you try to hurt the other person.
- Know that what you do is up to you. You can decide. You are in charge of your actions.
- Tell yourself, "It's okay to feel angry. It's not okay to hurt someone else. Even if that person hurt me first."
- Tell the person, "Stop that! I don't like that!"
- Keep your hands to yourself. Make fists and put them in your pockets.
- Keep your feet to yourself. Jump or dance or stomp.
- Walk away or run away.
- Tell the person how you feel. Use an "I message". *Example:* "I feel angry when you hit me because it hurts. I want you to stop hitting me."
- Take a deep breath, then blow it out. Blow your angry feelings out of your body.
- Find an adult. Tell the adult what happened and how you feel.
- Count slowly from 1 to 10. Count backwards from 10 to 1. Keep counting until you feel your anger getting smaller.
- Think cool thoughts. Imagine that you're sitting on an iceberg. Cool down your hot feelings.
- Think happy thoughts. Think of something you like to do. Imagine yourself doing it.
- Treat the other person with kindness and respect. It won't be easy, but give it a try. This will totally surprise the other person, and it might end the conflict between you.
- Draw an angry picture.
- Sing an angry song. Or sing any song extra loud.
- Remember that getting back at someone never makes conflict better. It only makes it worse.
- Take a time out. Go somewhere until you feel better.
- Find a person to be with.
- Know that you can do it. You can choose not to hurt someone else. It's up to you.

5 STEPS TO AN “I MESSAGE”



- Always start with “I”, not “You”. “I” puts the focus on your feelings, wants, and needs. “You” puts the other person on the defensive.

“I _____”

- Clearly and simply say **HOW** you feel.

“I feel _____”

Example: “I feel angry.”

“I’m _____”

Example: “I’m upset.”

- Clearly and simply say **WHAT** the other person did (or is doing) that made you feel that way.

“I feel _____ when you _____” *Example:* “I feel angry when you call me names.”

“I’m _____ because you _____” *Example:* “I’m upset because you tripped me.”

- Clearly and simply say **WHY** you feel the way you do.

“I feel _____ when you _____ because _____”

Example: “I feel angry when you call me names because I have a real name.”

“I’m _____ because you _____ and _____”

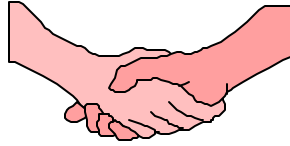
Example: “I’m upset because you tripped me and I dropped my books all over the floor.”

- Clearly and simply say **WHAT** you want or need the other person to do.

“I want you to _____” *Example:* “I feel angry when you call me names because I have a real name. I want you to start calling me by my real name.”

“I need you to _____” *Example:* “I’m upset because you tripped me and I dropped my books all over the floor. I need you to help me pick up my books.”

8 STEPS TO CONFLICT RESOLUTION

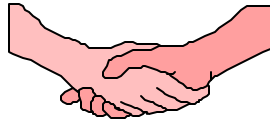


- Cool down. Don't try to resolve a conflict when you're angry (or the other person is angry). Take a time out or agree to meet again in 24 hours.
- Describe the conflict. Each person should tell about it in his or her own words. No put downs allowed! *Important:* Although each person may have a different view of the conflict and use different words to describe it, neither account is "right" or "wrong".
- Describe what caused the conflict. What specific events led up to the conflict? What happened first? Next? Did the conflict start out as a minor disagreement or difference of opinion? What happened to turn it into a conflict? *Important:* Don't label the conflict either person's "fault".
- Describe the feelings raised by the conflict. Again, each person should use his or her own words. Honesty is important. No blaming allowed!
- Listen carefully and respectfully while the other person is talking. Try to understand his or her point of view. Don't interrupt. It might help to "reflect" the other person's perceptions and feelings by repeating them back. *Examples:* "You didn't like it when I called you a name." "Your feelings are hurt." "You thought you should have first choice about what game to play at recess." "You're sad because you feel left out."
- Brainstorm solutions to the conflict. Follow the three basic rules of brainstorming:
 - Everyone tries to come up with as many ideas as they can.
 - All ideas are okay.
 - Nobody makes fun of anyone else's ideas.

Be creative. Affirm each other's ideas. Be open to new ideas. Make a list of brainstormed ideas so you're sure to remember them all. Then choose one solution to try. Be willing to negotiate and compromise.
- Try your solution. See how it works. Give it your best efforts. Be patient.
- If one solution doesn't get results, try another. Keep trying. Brainstorm more solutions if you need to.

If you can't resolve the conflict no matter how hard you try, agree to disagree. Sometimes that's the best you can do. Meanwhile, realize that the conflict doesn't have to end your relationship. People can get along even when they disagree.

STEPS FOR MEDIATION



- **INTRODUCTION**

- Introduce yourself as a mediator.
- Ask those in the conflict if they would like your help in solving the problem.
- Find a quiet area to hold the mediation.
- Ask for agreement to the following:
 - Try to solve the problem
 - No name calling
 - Let the other person finish talking
 - Confidentiality

- **LISTENING**

- Ask the first person “What happened?” Paraphrase.
- Ask the first person how she or he feels. Reflect the feelings.
- Ask the second person “What happened?” Paraphrase.
- Ask the second person how she or he feels. Reflect the feelings.

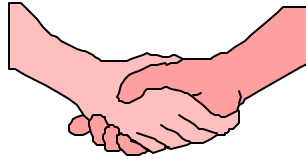
- **LOOKING FOR SOLUTIONS**

- Ask the first person what she or he could have done differently. Paraphrase.
- Ask the second person what she or he could have done differently. Paraphrase.
- Ask the first person what she or he can do here and now to help solve the problem. Paraphrase.
- Ask the second person what she or he can do here and now to help solve the problem. Paraphrase.
- Use creative questioning to bring disputants closer to a solution.

- **FINDING SOLUTIONS**

- Help both disputants find a solution they feel good about.
- Repeat the solution and all of its parts to both disputants and ask if each agrees.
- Congratulate both people on a successful mediation.

HOW CAN WE KEEP OUR SCHOOL BULLY FREE?



Avoid Bullies

Walk away

Act confident

Say “Stop it!”

Look confident

Say “Leave me alone!”

Be observant

Say “Whatever!”

Tell a friend

Use humor

Tell an adult

Use “I messages”

Be assertive

Travel in a group

Stay calm

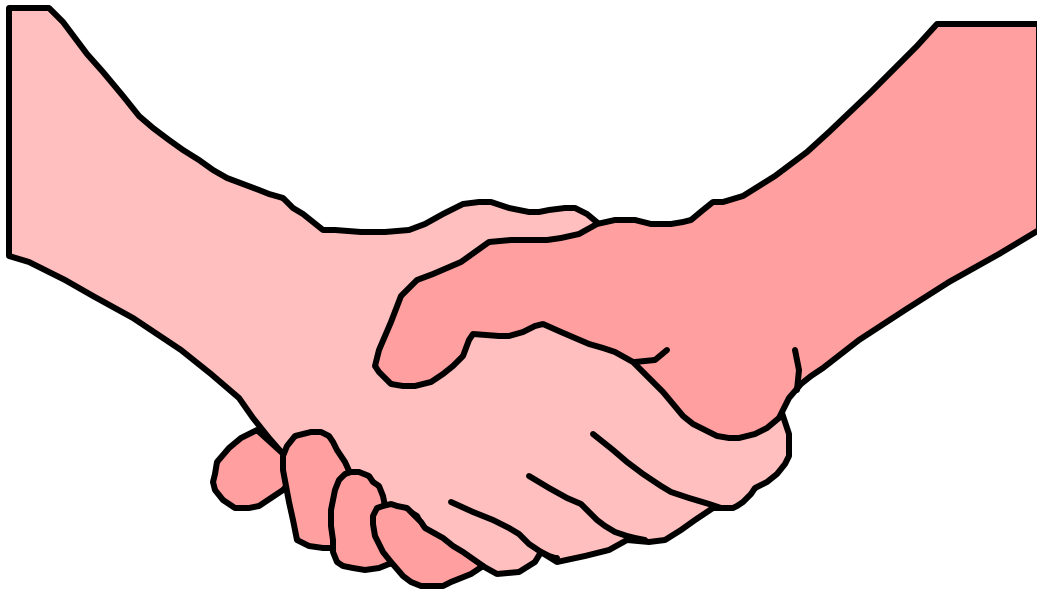
Join a group

Keep a safe distance

If you’re in danger run for help

“The price of greatness is responsibility”
-Winston Churchill

“You can not shake hands with a clenched fist”
-Golda Meir



“Young people can not develop a sense of their own value
unless they have the opportunity to be of value to others!”

-Brendtro, Brokenleg, Becken

“Leadership is the art of getting someone else to do
something you want done because he wants it done.”

-Dwight D. Eisenhower

ACKNOWLEDGEMENTS

The Montrose Area School District wishes to acknowledge with gratitude the following persons and institutions whose assistance and information were a tremendous support in beginning this project. Their selfless dedication, passion and commitment to the safety of children are exemplary and worthy of mention.

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