

# ***No-Bullying in Our School***

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***Sticks and stones  
may break my  
bones but  
actions and words  
of hate may break  
my spirit***

# Kids Say

- When I get teased, it makes me feel sad. Sometimes I feel like I'm in a world with only bullies and no friends.

A Rural Sixth-Grader

- I've been bullied before and it isn't fun. My knees were shaking and it was scary, like you just wanted to cry for your mommy or put (the bully) in jail.

» An Urban Third-Grader

- Adults just don't seem to understand what it feels like to be teased. If they did, they wouldn't act like it's okay. When somebody teases you, it feels like they just punched you in the stomach.

» A Suburban Fifth-Grader

# I get bullied at school by being pushed, kicked, or hit...

- Never 49%
- Once in a while 44%
- A lot 5%
- Everyday 2%

# I get bullied at school by name-calling, put-downs, teasing or being left out...

- Never 28%
- Once in a while 45%
- A lot 21%
- Everyday 6%

# I bully others at school...

- Never 72%
- Once in a while 25%
- A lot 3%
- Everyday 0%

# Most bullying happens...

- In classrooms 11%
- In hallways 16%
- On school grounds 72%
- In bathrooms 8%
- In cafeteria 35%
- On school bus 14%

# I get bullied on my way to and from school...

- Never 83%
- Once in a while 11%
- A lot 6%
- Everyday 0%

# What Needs to Be Done?

- Teachers and other adults need to teach kids that violence is not the answer anything and that we all need help sometimes so that we are so violent. Everyone deserves a childhood without violence.

# What is Violence?

- Violence is any word, look, sign, or act that hurts a person's body, feelings or possessions

# Types of Violence

- Peer Violence
  - Is defined as acts of violence that stem from disagreements, or conflicts desires between students who are equally matched in power (physical strength, social skill, verbal ability or another resource)
- Bullying
  - Occurs whenever someone uses his, or her power unfairly and repeatedly to hurt someone.

# Types of Bullying

- Physical bullying: harm to another's body or property
- Emotional bullying: harm to another's self-worth
- Social bullying: harm to another's group acceptance

# Underlying Premises

- Students have a right to feel safe in school
- School Staff have a responsibility to secure that safety
- To accomplish this goal we need all school personnel, families and concerned community members, as well as students, to be involved

# Primary Objectives of No-Bullying

- To shift the balance of power away from the students who bully to students committed to help put an end to bullying
- To confront the unacceptable behavior of aggressive students

# Staff Members

- Trained to recognize the full range of bullying behavior
- Intervene when they witness bullying behavior
- Issue consequences for those engaged in bullying behavior

# Myths About Bullying

- All bullying involves physical aggression
- Only boys bully
- If students tell adults the situation only gets worse
- Student who bully have low self-worth
- Students who bully come from families of lower socioeconomic status
- Once a student bullies, the student will always bully
- Most students who bully do poorly in school
- Most bullying happens on the way to and from school

# More Myths About Bullying

- Students will outgrow bullying on their own
- The effects of bullying on a targeted student are relatively short-term
- Students who bully appear agitated or aggressive
- Putting a stop to bullying at school only means that the location in which this behavior occurs will shift from the school to other places in the community

# Facts About Bullying

- Bullying occurs when ever someone uses his or her power unfairly and repeatedly to hurt someone
- In all bullying relationships there is an imbalance of power

# Imbalance of Power

- Due to:
  - Physical strength
  - Street smarts
  - Social group membership
  - Economic standing
  - Ethnicity
  - Social skills
  - Access to weapons or information

# Targeted Students

- Are always at a disadvantage
- Students who bully repeatedly engage in conflicts that are sure to win.

# Characteristics of Those Who Bully

- Feel excited by their bullying behavior and by the reaction of the students they've targeted
- Thrive on the feelings of dominance and power
- Possess low levels of empathy and compassion
- Enjoy causing pain
- Appear very calm and are able to talk themselves out of sticky situations, enabling them to hide their behaviors from adults
- Interpret ambiguous acts as hostile and blame the students they target
- Exhibit little anxiety or insecurity

# More Characteristics of Those Who Bully

- Receive average grades in elementary school, but get lower grades by junior high school due to a negative attitude toward school
- Have a small, tight network of friends
- Have an inflated sense of self-worth
- Have unrealistic beliefs, such as:
  - I should always have my own way
  - Anyone who disagrees with me is out to get me

# The Curriculum

- Teaches students how to deal with bullying
  - Understand behaviors considered bullying
  - Understand effects of bullying
  - Develop empathy for targeted students
  - Learn ways to respond to bullying
  - Learn when and how to report bullying
  - Learn consequences for engaging in bullying

# Characteristics of Targeted Students

- Exhibit a great deal of affect
- Get chosen last by fellow students for activities
- Appear isolated and friendless
- May have a learning disability
- May have a physical or mental disability
- Depend on adults in general for emotional support more than do most children their age
- Rarely report bullying and don't believe adults can help make the situation better

# Characteristics of Passive Students

- Don't invite attack
- Cry easily, are sensitive, and lack a sense of humor
- Lack social skills and are temperamentally shy
- Are considered to be pushovers, or "easy targets"
- Are small for their age
- Show high levels of insecurity, anxiety, and distress
- May carry weapons for self-protection
- May have experienced a trauma, such as rape, abuse, or incest
- May use bribes to protect themselves

# Characteristics of Provocative Students

- Pester and irritate others repeatedly
- Display a quick temper and will fight back
- Get others charged up
- May be clumsy, immature, and restless
- Provoke attacks repeatedly
- May display problems with concentrating
- Are often characterized by hyperactive
- Show high levels of distress

# A School-Wide Approach

- Define bullying and understand what behaviors are considered bullying
- Understand the effects of bullying behavior and develop empathy for targeted students
- Learn ways to respond to bullying
- Learn when and how to report bullying
- Learn the consequences the school has established for engaging in bullying

# The Curriculum

- **Concept 1:** Identify Bullying Behavior
- **Concept 2:** Develop Empathy
- **Concept 3:** Ratting vs. Reporting
- **Concept 4:** Establish Consequences

# Reporting vs. Ratting

- Reporting
  - Talking with someone, who is trusted about a problem because:
    - they or someone else may get hurt
- Ratting
  - Talking to someone about a problem:
    - Just to get someone else in trouble
    - To get their own way
    - To make themselves look good and someone else look bad

# Sharpen the Saw

- Discover what staff may be doing to enable bullying

# Staff Hints

- Since students may become more volatile when adults speak loudly or judgmentally, the staff member should keep his or her voice even and use a nonjudgmental tone
  - If the student is involved in a screaming match, it may be necessary to speak loudly initially until the staff member has the students' attention and can then drop the his or her volume.

# More Staff Hints

- It is helpful to ask open-ended questions. Instead of asking “Were you calling names?” ask “What was going on?”
- Using I-statements and sticking to data the staff member witnesses allow a student who is engaging in the bullying behavior little room to argue. An example of an I-statement is “I see you are poking that student” or “I heard you say...,”
  - This helps to keep down the student’s defenses

## Still More Hints

- Staff members need to be aware that using aggressive gesture, such as pointing a finger, when intervening in a bullying situation may aggravate matters
- Pay attention to facial expressions and attempt to keep them neutral