

## **Essentials on Bullying:**

### ***We want a telling environment.***

- If a student is being threatened, harmed, or hurt in any way, it hinders personal development as well as the ability to care about what is being taught.
- If students realize over time that adults are serious about raising the standards for how students treat each other, we will see a decrease in telling because there will be a decrease in negative behavior.
- We must work to make speaking up less of a challenge by explicitly stating our desire to know when a fellow student needs assistance.
- Ignoring is interpreted as condoning by students. This can have dramatic negative implications for all parties involved.

### ***We want to do things that will allow for connections between students.***

- Students who know each other are less likely to be able to dehumanize the other and be cruel to him or her.
- Students who know each other are more likely to intervene appropriately and reach out to those who need it.
- Some students do not yet have the social skills to make friends or connections on their own.
- If our students are not having their needs for connections with peers met in positive ways they will meet them in negative ways and it will increase the challenge and stress on our part.

### ***We want to see students not for what they are at this moment, but for what they can become.***

- No student is a bully. He is a complex individual who is currently exhibiting negative behaviors because he is trying to meet a need.
- We help students by appealing to their better nature and applying natural consequences with empathy.

## **Students playing the role of “Bully,” “Bullied,” and “Bystander”**

### **“Bully Role”**

- See as lacking in skills rather than as permanent traits
- See as meeting needs in unhealthy ways
- Assume the belief: “I need to be connected to this student to be heard for lasting change.”

### **“Bullied Role”**

- Has already tried ignoring it
- Most likely needs adult intervention immediately
- Must feel safe in order to fully concentrate on school
- May believe it is deserved. That will have implications on the personal development and extent to which potential is reached. (This robs all of us of something.)

### **“Bystander Role”**

- Need my encouragement to reach out to those who need it
- Need my encouragement to speak up to adults and report what they see
- Need my suggestion to encourage “bullying” peers to stop

## **Key phrases to use when intervening in minor occurrences:**

“(Name [said respectfully]), you’re better than that.”

“I need more from you than that (name [said respectfully]).”

“We don’t do that here.”

“I noticed you helped (name). I respect that (name of student to connect with).”

“(Name), is that helping?”

“I don’t like that word.”