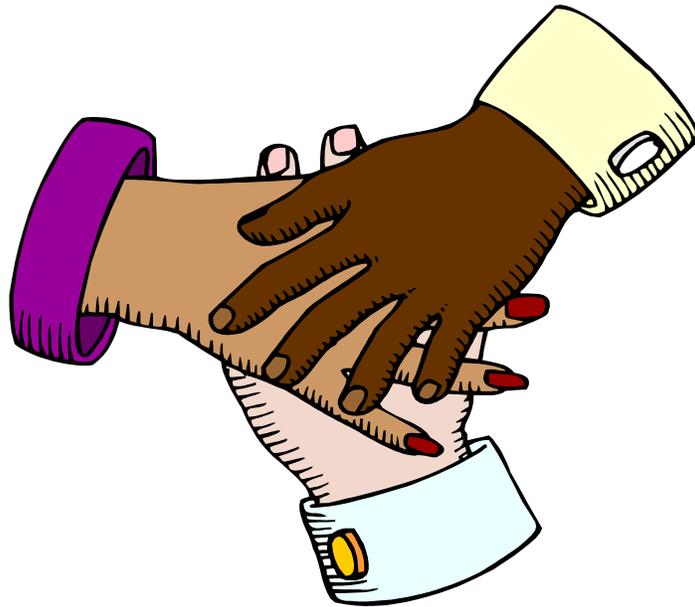


**DENTON INDEPENDENT SCHOOL DISTRICT**  
Annie Webb Blanton Elementary School  
9501 Stacey Ln. Argyle, TX 76226

# **BULLY BUSTERS**



*Program*

**BULLY BUSTERS**

## Table of Contents

The Definition of Bullying	3
Features of Bullying	4
How to Involve Students in the <i>“Bully Busters”</i> Process	5
How to Report Bullying	6
Consequences for Bullying Behavior	7
Consequences for Bullying Behavior	8
20 Things To Do Instead of Hurting Someone Back	9
5 Steps To An “I” Message	10
8 Steps To Conflict Resolution	11
Steps for Mediation	12
How To Keep School Bully Free	13
Acknowledgements	14

## *The Definition of Bullying*

Bullying can be defined as repeated physical or psychological intimidation that over time creates a pattern of abuse and harassment.<sup>1</sup> 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.<sup>2</sup>
- *Written or Implied Threats* are also considered bullying behaviors.

Physical bullies as well as their victims are usually males.<sup>3</sup> 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.<sup>4</sup> Research does not generally support the theory that bullies suffer from low self-esteem.



<sup>1</sup> 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.

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

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

<sup>4</sup> 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 for 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?**

- If possible, use the “Bullying Incident Report” form. Your teacher, counselor, and other school staff have copies of this form and can help you.
- 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 the students to report?**

- Administration
- Staff member (teacher, etc.)
- School Counselor
- Parent (Parents, in turn, should contact school.)

#### **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 written form to the “***Bully Busters Box***” that will be located in or near the main office.

- **We guarantee that information 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 nark, or a tattletale. This is the belief that is felt by the administrators, teachers, counselor, bus drivers, parents, and other students at the school.

## ***CONSEQUENCES FOR BULLYING***

### ***BEHAVIOR***

#### **First Offense-Classroom**

- Discussion with victim
- Discussion with child about the bullying behaviors
- Identify the anti-social behavior
- Handled at the Classroom Teacher level (refer to pgs 10-16)
- Teacher takes child through a discussion process and issues a warning that another instance will be referred to guidance counselor and then to administration.
- Child who chose to bully should acknowledge and make amends or an apology for hurtful actions.
- Contact Parents
- Make sure student is aware that he/she is being documented in The Bully Busters Folder.

#### **Second Offense-Counselor**

- Discussion with victim
- Discussion with bully
- Identify the anti-social behavior
- Bully should acknowledge and make some kind of amends or apology for hurtful actions.
- Referral to conference with guidance counselor
- Document second offense in The Bully Busters Folder and give a copy to administration. Make sure student is made aware of documentation and that administration has been notified.

### **Third Offense-Committee**

- Discussion with victim
- Discussion with bully
- Bully should acknowledge and make amends or an apology for hurtful actions.
- Identify the anti-social behavior
- Level 1 Care Team Referral – Conference with parent, teacher, child, and guidance counselor.
- Document third offense in The Bully Busters Folder and give a copy to administration. Student should be made aware of documentation.

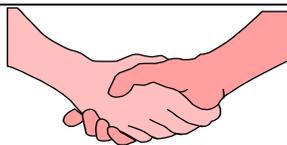
### **Fourth Offense-Office**

- Discussion with victim
- Discussion with bully
- Identify the anti-social behavior
- Parent(s)/Guardian(s) notified
- Possible 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 Denton ISD’s code of conduct.

### **Fifth Offense-Office**

- Discussion with the victim
- Discussion with the bully
- Identify the anti-social behavior
- Office Referral
- Parent(s)/Guardian(s) notified
- Referral to outside agency, i.e., Juvenile Aggression Management, LPC...
- School suspension or action appropriate to the student’s past discipline history in accordance with Denton ISD’s code of conduct.

**Continued ‘bullying’ beyond a fifth offense may result in action with the juvenile authorities and/or possible placement in alternative educational setting in accordance with Denton ISD’s code of conduct.**



**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.

## 4 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.

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

"I feel \_\_\_\_\_"  
"I'm \_\_\_\_\_"

*Example:* "I feel angry."  
*Example:* "I'm upset."

2. Clearly and simply say what you **DON'T LIKE**.

"I don't like it when you \_\_\_\_\_" *Example:* "I don't like it when you call me names."

3. Clearly and simply say **WHAT YOU WANT**.

"I want you to stop calling me names." "I want you to stop tripping me."

5. Clearly and simply say **WHAT WILL HAPPEN** if you can't work it out.

"I want you to stop calling me names and if you don't stop I will tell an adult."

## 8 STEPS TO CONFLICT RESOLUTION



1. 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.
2. 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".
3. 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".
4. Describe the feelings raised by the conflict. Again, each person should use his or her own words. Honesty is important. No blaming allowed!
5. 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."
6. 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.
7. Try your solution. See how it works. Give it your best efforts. Be patient.
8. 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.

From the *Bully Free Classroom* by Allan L. Beane, Ph. D. copyright 1999 Free Spirit Publishing Inc., Minneapolis, MN: 800-735-7323 ([www.freespirit.com](http://www.freespirit.com)). This page may be photocopied for individual, classroom, or group work only.

## ***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. Shake hands.

Reprinted with the permission of Educators for Social Responsibility Metropolitan Area 1997. Educators for Social Responsibility in the *Bully Free Classroom* by Allan L. Beane, Ph.D. copyright 1999 Free Spirit Publishing Inc. Minneapolis, MN 800-735-7323 ([www.freespirit.com](http://www.freespirit.com)). This page may be photocopied for individual, classroom, or group work only.

***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**

## ***ACKNOWLEDGEMENTS***

Denton ISD wishes to thank the following people and institutions whose assistance and information made this program possible. Their unwavering care and love for children will help to keep our students safer and happier.

Mike Ignoski, Superintendent of the Montrose Area School District, Montrose PA  
A special thank you to Mr. Ignoski - Our Bully Buster's Program is substantially based upon his excellent research, hard work, and original program.

Attorney General Mike Fisher, Safe Schools Summit, September 2000

Mary Margaret Kerr, Ed. D., Director Star Outreach Western Psychiatric Institute and Clinic, University of Pittsburgh Medical Center

George A. Ziolkowski, Ph. D., Director of Pupil Personnel Services, East Penn School District, Emmaus, PA

Chris Mahalidge, Administrative Assistant, Delaware Valley School District, Milford, PA

