



Bullying

Session I

2023-2024

Sam Moore III

Extension 5017

Bullying

Pattern of 1 or more of the following:

- Gestures
- Written, electronic or verbal communications
- Physical acts
- Shunning or Exclusion

HAZING – planned behavior to require student to participate in any activity that has potential for physical, mental, or psychological harm

TERRORIZING- intentional communication of information about commission of a violent act in progress or about to occur that causes serious disruption to general public

CYBERBULLYING – includes cell phones, computers, and social sites, and can occur 24 hours a day, 7 days a week

Bullying Patterns

- Exhibited more than once towards a student
- By 1 or more students
- Occurs at school, a school function, or a school sponsored activity
- Occurs while transporting students to or from school or school-sponsored activities

Bullying Effects



- Must cause physical harm OR
- Must place in state of reasonable fear OR
- Must damage student's property OR
- Must create an intimidating educational environment OR
- Must substantially interfere with student's school performance OR
- Must substantially disrupt order in school

Act 861 of 2012

Tesa Middlebrook Anti-Bullying Act

- Mandates 2 hours of training for returning employees and 4 hours for new employees
 - Recognize bullying behavior
 - Identify most likely victims
 - Appropriate interventions
 - Procedures for reporting
 - Suicide prevention information

Law result of TA Senior's Suicide from Pointe Coupee

- <http://www.wbrz.com/videos/family-bullying-caused-teen-s-death/>

Warning Signs

- Look for changes in the student
- Look for unexplainable injuries
- Look for lost or destroyed clothing, books, electronics, jewelry, or possessions
- Look for changes in or declining grades
- Look for sudden changes in friends or avoidance of social situations
- Look for self-destructive behaviors

Potential Victims

- Perceived as different from peers, overweight, underweight, wearing glasses, new to school, different clothes, race, religion
- Perceived as weak or unable to defend themselves or refuse to defend themselves
- Perceived as depressed, anxious, or low self esteem
- Perceived as less popular
- Perceived as annoying or hard to get along with

Interventions

- Distribute and review District Bullying Policy
- Intervene immediately and separate children
- Keep the lines of communication open
- Help kids understand bullying
- Model treating others with respect
- Assess Bullying in your school
- Build a safe environment
- Intervene consistently and appropriately
- Reinforce positive social interactions

Interventions

- Report to administrator the same day
- Seek medical attention if needed
- Seek police assistance with administrator knowledge if a weapon is involved, there is a threat of serious physical injury, sexual abuse, accusation of illegal acts, threats of hate-motivated violence, or serious bodily harm

Reporting

- State mandated form – Handbook p. 57
 - date of incident and approximate time
 - Location of incident
 - Description of incident
 - Witness list
 - Signature lines

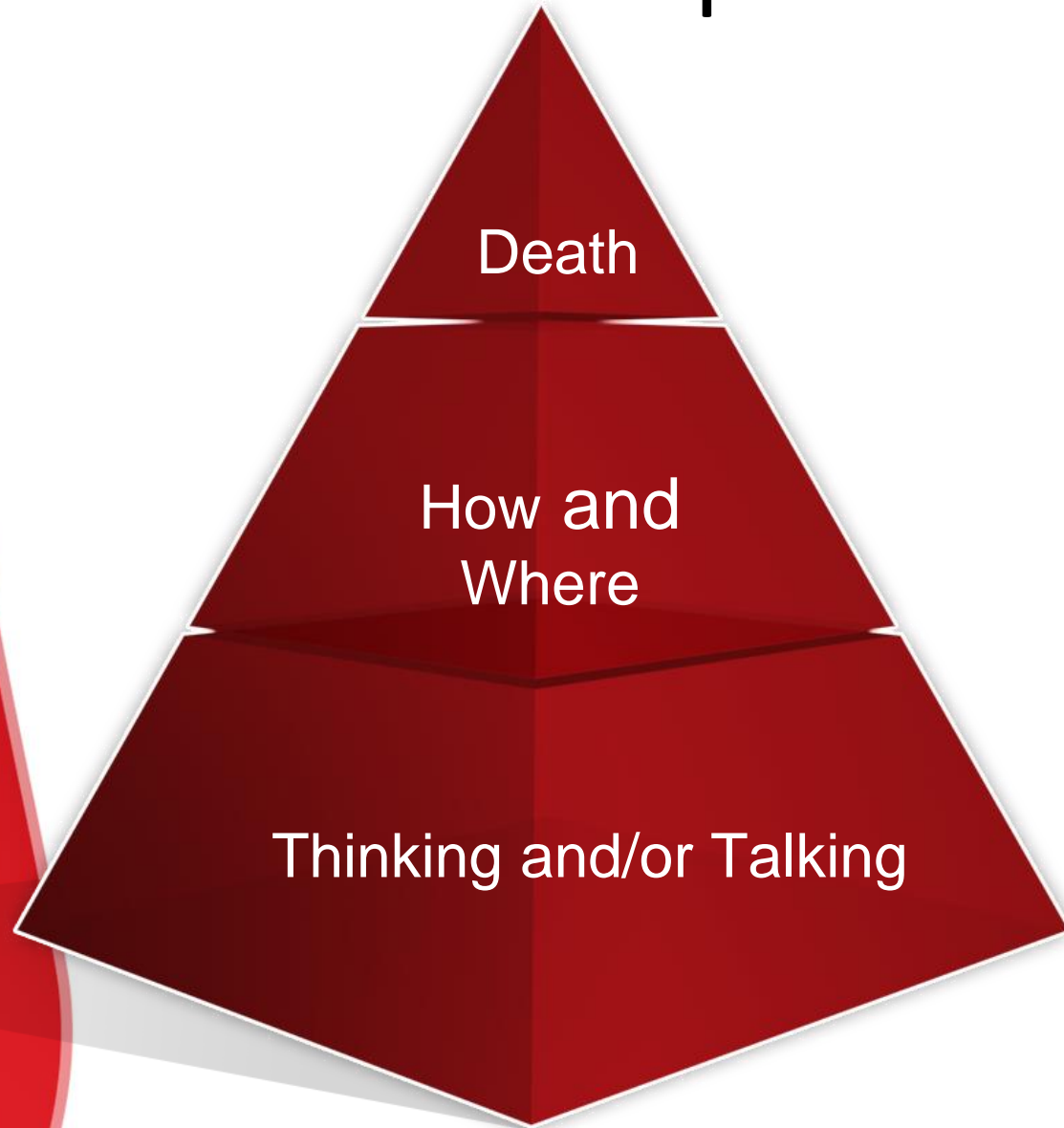
Report First 24 Hours to Administrator & Parent

1 out of every 4 students report being bullied during the 2015 school year (National Center for Educational Statistics, 2015)

Investigation

- State mandated form – Handbook pp. 58-61
 - List of interviewed
Victims, Offenders, Witnesses, Parents
 - Description of bullying incident
 - Specific type of bullying
 - Investigation Determination
 - Physical Evidence
 - Notification Documentation

Suicide Steps



Suicide Prevention

- Listen and remain calm
- Ask if they are thinking about suicide
- Assure them there is help
- Do not Judge
- Provide constant supervision
- Inform administrators and parents/guardians
- Access school supports

Discussion

- Please continue to Session 2
- There will be a Google Quiz at the end of Session 2.