



PHM Forum

Jan. 9, 2019

Bullying Prevention



The first part of our presentation:

- ▶ What we are required to do by law
- ▶ PHM policy
- ▶ Our process and protocol

The second part of our presentation:

- ▶ Our proactive steps to teach students how to effectively deal with conflict and peer interactions



Indiana Code and PHM Policy

How Does the Law Define Bullying?

IC 20-33-8-0.2 – “Bullying” means:

- Overt (intentional), unwanted, repeated acts or gestures including:
 - Verbal or written communications or images transmitted in any manner (including digitally or electronically)
 - Physical acts committed, aggression, or any other behaviors that are committed by a student or group of students against another student with the intent to
 - Harass, ridicule, humiliate, intimidate, or harm the targeted student and
 - Create for the targeted student an objectively hostile school environment



point of view
Bullying ['bul
Insulting with
aggressive be

Categories of Bullying reported to the Indiana Department of Education:

- Physical
- Verbal
- Social/Relational
- Electronic or Written Communication
- Combination of Types



Annual Requirements:

- Training for all employees who have direct, ongoing contact with students.

- Each year, no later than October 15th, students receive age-appropriate, research based instruction focused on bullying prevention.



Highlight of PHM Board Policy 5517-Staff Responsibilities:

- Any employee who suspects bullying (or discriminatory harassment) must make a report within 1-2 work days of when he/she became aware of such conduct.
 - Failure to make a report may result in discipline.
- Volunteers are also expected to report such conduct.
- Reports may be anonymous. Safe school hotline can also be used to report.





Our Approach



“Meaningful bullying
prevention
is dependent upon children,
teachers, administrators,
parents, and the community
working in **partnership.**”

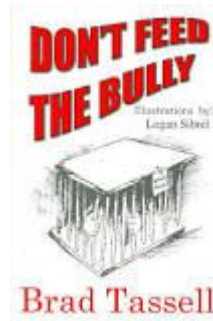
Prevention: Curriculum

LESSON 7: DON'T JUST STAND BY

OVERVIEW: Students discuss what it means to be a bystander to bullying and why it is often difficult to intervene and support peers who are affected by bullying. They brainstorm ways to overcome these challenges and are provided with specific strategies for "taking a stand" against name-calling and bullying. Students then apply these principles by writing responses to advice columns letters, role-playing solutions, and writing about real-life bystander situations with which they have been confronted.

OBJECTIVES:

- To increase students' awareness about the impact of negative bystander behavior and their responsibility to do something about name-calling and bullying.
- To help students identify ways to overcome the challenges that stop them from being effective allies to others.
- To provide students with safe and realistic strategies for taking a stand against name-calling and bullying.
- To provide students with structured practice and application of the strategies they have learned.



Prevention: Building a Safe Environment

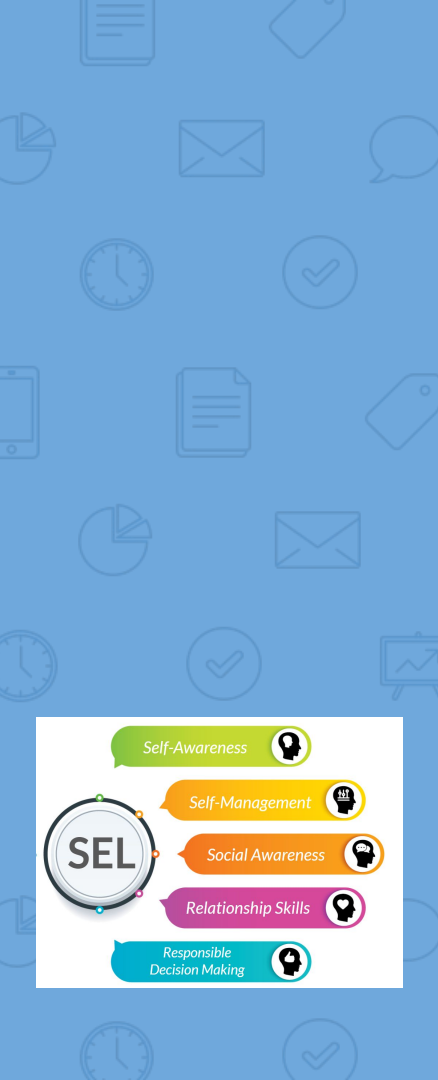


Prevention: Relationships, relationships, relationships



Social-Emotional Learning (SEL)

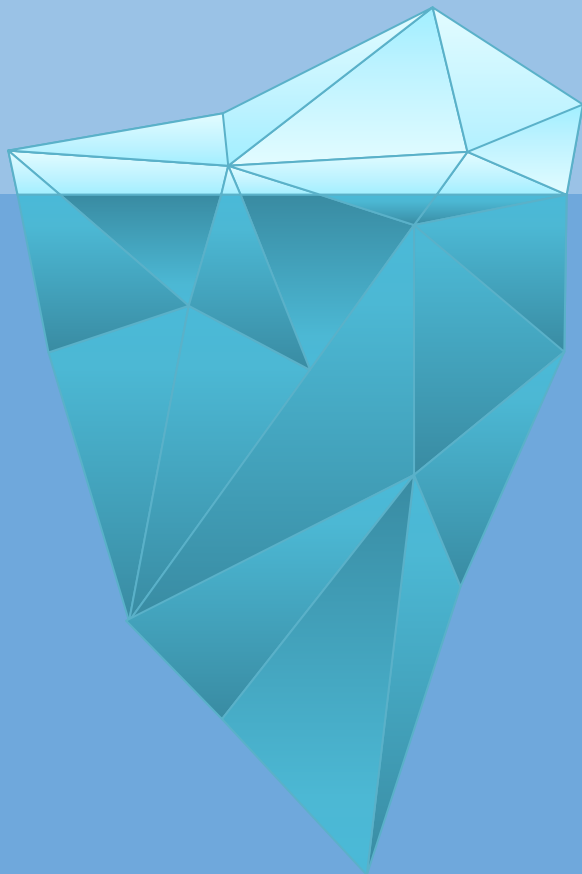
- ▶ Multi-pronged Approach
- ▶ Foster a safe environment
- ▶ Supports for Bully, Victim & Bystanders



Increased SEL in ALL Buildings!

- ▶ Proactive approach
- ▶ PBIS
- ▶ SEL Curriculum Adoption
- ▶ Youth Service Bureau
- ▶ Resources for Staff and Families
- ▶ Trauma-Informed Care
- ▶ Professional Development





Bullying.

What we see on the surface.

But there is much more below the water line.

Our goal is to take the implementation of SEL and proactively work with students to create a community that understands and values diversity, that recognizes that by supporting one another we all reach new heights.



Working together
we can build a
community of
respect.





THANK YOU!

Any questions?