The South Carolina Education Association

President Bernadette R. Hampton

School-Wide Approaches for Prevention & Intervention
Preventing Bullying Through The Association for Supervision and Curriculum Development (ASCD) Whole School, Whole Community, Whole Child Approach

Presentation Outline

Introduction –
• President Bernadette R. Hampton’s education background & qualifications to engage discussion on school bullying
• Opportunity for attendees to introduce themselves & provide one-sentence personal summary of school bullying

Presentation:
➢ Overview of ASCD Whole School Whole Community Whole Child Model
➢ NEA perspective of school bullying
➢ Group exercise
➢ Summary and way forward

Conclusion and thanks
ASCY's Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.

**Whole Child Tenets**

- Each student enters school healthy and leaves school and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Schools have always played an important role in promoting the health, safety, welfare, and social development of children. Ultimately, there is a need to focus on the development and growth of the whole child and develop better ways to integrate health and social programs within education systems.

All students have the right to attend public schools that are safe and secure learning environments. It is in the interest of the students enrolled in any public school, as well as National Education Association affiliates, to provide all students with an equitable opportunity to learn. To that end, we have a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to the school environment and student learning, achievement and well-being. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

“Bullying” includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- Has, or a reasonable person would expect it to have, the effect of:
  - Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;
  - Interfering with the student’s association with a person with whom the student is or is not related or having the same or a similar last name; or
  - Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;
  - Interfering with the student’s association with a person with whom the student is or is not related or having the same or a similar last name; or
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  - Interfering with the student’s association with a person with whom the student is or is not related or having the same or a similar last name; or

- Interferes with the rights of a student by:
  - Creating an intimidating or hostile educational environment for the student;
  - Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;
  - Interfering with the student’s association with a person with whom the student is or is not related or having the same or a similar last name; or
  - Interfering with the student’s association with a person with whom the student is or is not related or having the same or a similar last name; or

- Is based on a student’s actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sex, sexual orientation, or any other characteristic protected by federal or state law.

10 Steps to Stop & Prevent Bullying

1. **Pay attention.** There are many warning signs that may indicate a bullying problem, such as unexplained injuries, lost or damaged personal items, changes in eating habits, and avoidance of school or other social situations. However, every student may not exhibit warning signs, or may go to great lengths to hide it. This is where paying attention is most valuable. Engage students on a daily basis and ask open ended questions that encourage conversation.

2. **Intervene as soon as you even think there may be a problem between students.** This is extremely important. Always believe these students. Do not brush it off as "kids are just being kids. They'll get over it." Some never do, and it affects them for a lifetime. All bullying is serious, and you should do something.

3. **Remain calm.** When you intervene, refuse to argue with either student. Model the respectful behavior you expect from the students.

4. **Never assume that a situation is harmless teasing.** Different students have different levels of coping; what may be harmless teasing to one may be humiliating and devastating to another. Whenever a student feels threatened in any way, take it seriously, and assure the student that you are there for them and will help.

5. **Listen and ask open-ended questions that encourage conversation.** Never assume that a student is bullying just to get attention. Different students have different levels of coping; what may be harmless teasing to one may be humiliating and devastating to another. Whenever a student feels threatened in any way, take it seriously, and assure the student that you are there for them and will help.

6. **Ask questions.** When you intervene, listen to your students. Ask questions; the more information your students provide, the better you will be able to understand the situation. Remember the students involved, as well as any bystanders, that may be able to provide important information.

7. **Interact with students individually.** Don’t attempt to set the facts while everyone is present; don’t allow other students or bystanders to interfere with your discussion. Ask each student if they agree with your statement. Make the intervention meaningful. Remember the students involved, as well as any bystanders, that may be able to provide important information.

8. **Listen.** Allow students to tell their story in their own words. Do not rush the discussion; be patient. Every student has a story to tell, and it is up to you to find out what it is.

9. **Communicate.** Talk with the students involved, as well as the bystanders, about what they witnessed or heard. Be sure to always refer to your school’s anti-bullying policy.

10. **Take action.** When you have all the information you need, take action. Don’t wait for another bullying incident to occur. Respond to the incident immediately, as well as any bystanders, that may be able to provide important information.

The National Education Association Provides These Whole Child Tenets.
6. Don’t make the students involved apologize and/or shake hands on the spot. Label the behavior as bullying. Explain that you take this type of behavior very seriously and that you plan to get to the bottom of it before you determine what should be done next and any resulting consequences based on your school’s anti-bullying policy. This empowers the bullied child — and the bystanders — to feel that someone will finally listen to their concerns and be fair about outcomes.

7. Hold bystanders accountable. Bystanders provide bullied an audience, and often actually encourage bullying. Explain that this type of behavior is wrong, will not be tolerated, and that they also have a right and a responsibility to stop bullying. Identify yourself as a caring adult that they can always approach if they are being bullied and/or see or suspect bullying.

8. Listen and don’t pre-judge. It is very possible that the person you suspect to be the bully may actually be a bullied student retaliating or a “bully’s” cry for help. It may also be the result of an undiagnosed medical, emotional or psychological issue. Rather than make any assumptions, listen to each child with an open mind.

9. Get appropriate professional help. Be careful not to give any advice beyond your level of expertise. Rather than make any assumptions, if you deem there are any underlying and/or unsolved issues, refer the student to a nurse, counselor, school psychologist, social worker, or other appropriate professional.

10. Become trained to handle bullying situations. If you work with students in any capacity, it is important to learn the proper ways to address bullying. Visit www.nea.org/bullyfree for information and resources. You can also take the pledge to stop bullying, as well as learn how to create a Bully Free program in your school and/or community.

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- Group Exercise -

Organize in teams of three or four (depending on number of attendees)

- One person describes incidence of school bullying they either experienced or observed when they were in school
- Other members in group provide insights into how the incident should currently be resolved/mitigated by:
  - Other students
  - The teacher
  - School Administration or Guidance Counselors
  - SROs
  - Community leaders
- Designate representative to summarize to others at presentation

Summary:

Establishing healthy behaviors during childhood is easier and more effective than trying to change unhealthy behaviors during adulthood. Schools play a critical role in promoting the health and safety of young people and helping them establish healthy behavior patterns. Integration of the ASCD Whole School, Whole Community, Whole Child model into positive behavior-based prevention and promotion initiatives will allow educators to more fully resolve behavior-based student challenges.

The ASCD Whole School, Whole Community, Whole Child model illustrates the necessity of what The South Carolina Education Association maintains as “wrap-around services” and the crucial role this plays for educators. The behavior that results in classroom bullying begins outside of the classroom, and its effects equally extend outside of the classroom. Educators need the support of administrators, parents and community leaders to recognize a bullying mindset in young individuals at the earliest, the capacity and tools to helpfully intervene and prevent a furthering of that mindset and the ability to appropriately act when bullying manifests itself in their classroom and presence.