

Harassment, Intimidation and Bullying Prevention Guidance for School Stakeholders



**PERTH AMBOY
PUBLIC SCHOOLS
STAFF AND COMMUNITY TRAINING**

Introduction to the Revised NJ Anti-Bullying Law



Recommendations



1. All personnel should familiarize themselves with the nature and dynamics of bullying.
2. Develop a school safety committee to integrate ideas and information to the larger school community.
3. Develop a plan for ongoing assessment of specific types of bullying in order to develop a strategic plan.
4. Design prevention and intervention school strategies to address bullying and strengthening the school climate.

New HIB Definition



: "Harassment, intimidation or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory [handicap] disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function [or], on a school bus, or off school grounds as provided for in section 16 of P.L.2010, CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

New HIB Definition



- a) a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; **[or]**
- b) has the effect of insulting or demeaning any student or group of students **[in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school]; or**
- c) creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Definition of Bullying



- Bullying refers to actions repeated over time which harm, harass, intimidate, or humiliate another person. Typically there is an imbalance of power. (NOTE: The new law says that bullying can be a single incident.)
- Bullying may be physical, verbal, relational, or electronic.
- Bullying may be direct or indirect (hitting, texting or spreading rumors).
- Bullying can take place on or off school grounds.



Definition of Bullying (continued)



- Bullying differs from rough and tumble play or friendly teasing.
- The phrase “harassment, intimidation, and bullying” (HIB) is often used in place of the term “bullying”.
- “Bias-based Bullying” is commonly used to describe bullying in which legally protected characteristics (such as gender, identify, sexual orientation, disability, etc) are targeted.



Normal Conflict VS Bullying



NORMAL PEER CONFLICT	BULLYING
Equal power or friends	Imbalance of power, not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Not serious	Serious with threat of physical or emotional harm
Equal emotional reaction	Strong emotional reaction from victim and little or not emotional reaction from bully
Not seeking power or attention	Seeking power, control or material things
Not trying to get something	Attempt to gain material things or power
Remorse-will take responsibility	No remorse-blames victim
Efforts to solve the problem	No effort to solve problem

Key Characteristics of Bullying

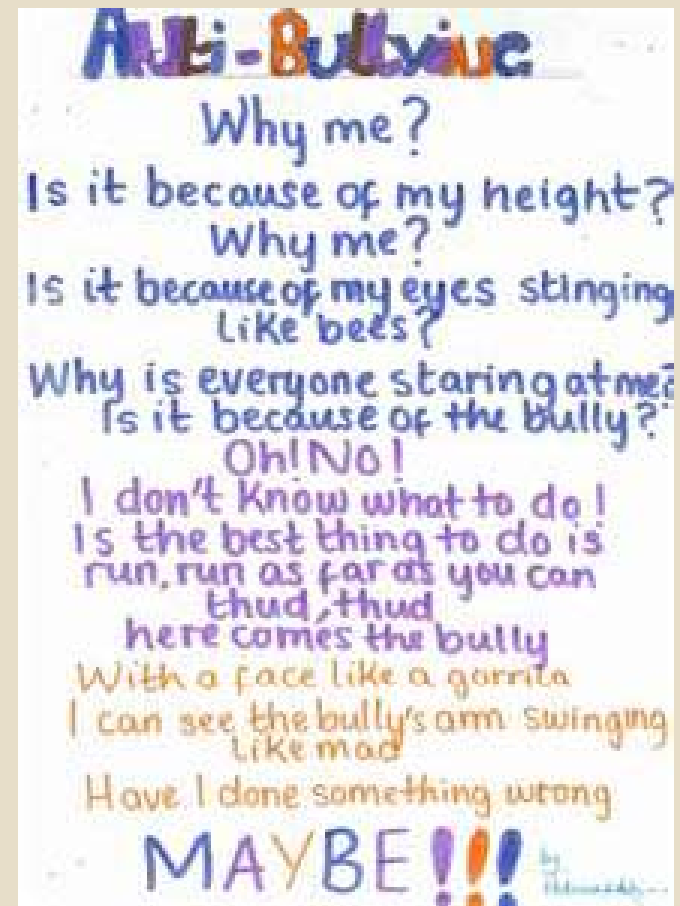


- Consequences of frequent (once a week or more) bullying are serious.
- Children who are bullied may experience related depression, school avoidance, social anxiety.
- Bullying differs from other forms of peer aggression in that there is an imbalance of power.
- Peers are typically involved as “bystanders”.
- Frequent bullying (once a week or more) is perpetrated on average by 10 – 15% of students with a similar percentage targeted.

Key Characteristics of Bullying (cont.)



- Children who bully are not necessarily lacking in self-esteem, empathy, or general social skills; however, such children are more likely than children who do not bully to have lower competence in managing emotions, empathy, or evaluation of consequences and problem solving.
- While family and community environment, peer associations and personality traits do influence bullying, the most important factor in determining the occurrence of bullying is school climate.



Reporting Procedures



- All acts of HIB must be reported verbally to the principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
 - Principals must inform parents of all students involved in the alleged incident;
 - May discuss the availability of counseling and other intervention services;
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- All acts of HIB must be reported in writing to the principal within 2 school days of when the school employee or contracted service provider witnessed or received reliable information.

Key Actions for Stakeholders



Form the School Safety Team

- ❖ Include specialist, administrator, teachers, parent, and students
- ❖ Collaborate with anti-bullying coordinator in data collection, development of policies and programs to prevent and address HIB
- ❖ Lead and model ways to promote a positive school culture



Key Actions for Stakeholders (cont.)



Involve all Stakeholders



- ❖ Besides school staff, include food service, custodians, maintenance, coaches, substitutes, volunteers, bus drivers.
- ❖ All staff and volunteers are responsible for following school and district policies.
- ❖ Involve youth and families in planning, implementation, and assessment.
- ❖ Be consistent in clear definition and language around bullying.

Key Actions for Stakeholders (continued)



- ❖ Continually seek school-specific data
- ❖ Focus on culture and climate of the school vs. a single anti-bullying program
- ❖ Create ongoing communication
- ❖ Support those most at risk of being hurt
- ❖ Provide safe, responsive avenues of communication for bullied students
- ❖ Staff and adult behavior must model respect and acceptance
- ❖ Actively identify and engage children who have harmed peers
- ❖ Increase vigilance where bullying most frequently occurs



Key Actions for Stakeholders (continued)



- ❖ Provide instruction to all students and staff on strategies to effectively respond to bullying.
- ❖ Do **Not** use peer mediation and conflict resolution to address bullying issues.
- ❖ Responses to bullying should be graduated and appropriate to the case.
- ❖ Avoid public identification of bullying or targeted children.

Work in Progress



We will continue to strengthen our current programs, collect and analyze the data from the investigations and provide ongoing training to all members of the community.



New School District Staff Functions



District Anti-Bullying Coordinator

Ms. Mary Jo McAdam

Anti-Bullying School Specialists for Each School

School Vice-Principal

School Safety Teams for Each School

Resources



- ❖ www.njbullying.org
- ❖ [Bullying Prevention Guidance from the NJ Coalition for Bullying Awareness and Prevention](#)
- ❖ <http://www.nj.gov/education/students/safety/behavior/hib/>

(Slides 3-11 were taken from www.njbullying.org)



