



Part 1 – Questions

Question #1 – Why is it important to discuss and dispel the common myths we have heard about bullying?

Answer - The bullying myths are common beliefs among people who do not understand the seriousness of bullying in our schools today. We need to increase society's awareness to this problem and by changing these beliefs we can change responses to bullying. Belief in these myths can prevent adults from intervening in a bullying situation.

Question #2 – Is a Board member, school employee, volunteer, or contracted service provider who have contact with pupils required to make a verbal and written report only if they witnessed bullying behavior?

Answer – No, verbal and written report must also be made if a Board member, school employee, volunteer and contracted service provider who have contact with pupils received reliable information regarding any such incident.

Question #3 – Can a written and verbal report be made to the Principal or designee at the same time?

Answer – Yes, provided they are made on the same day the person witnesses or received reliable information regarding any such incident.

Question #4 – What is the school district's responsibility in dealing with harassment, intimidation, and bullying off school grounds?

Answer – In order for the school district to have authority over bullying behavior off school grounds, it must first be determined the conduct has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils. There are some other conditions that must be present also, but this is the first question that must be addressed before going to the other conditions.



Part 2 - Questions

Question #1 – Is it enough for a Principal to impose a consequence on a pupil for a confirmed incident of harassment, intimidation, or bullying or is the district required to do more?

Answer – The school district is not only required to impose a consequence on the student who committed a confirmed act of bullying, but the district must address remedial measures designed to correct the problem behavior and prevent another occurrence of the problem. In addition, the district must protect and provide support for the target of the act and take corrective action for documented systematic problems related to harassment, intimidation, and bullying.

Question #2 – When may a single incident be considered an act of harassment, intimidation, or bullying?

Answer – The Anti-Bullying Specialist must consider the target's level of distress in response to a single incident. New Jersey's law is more extensive than most laws in other states and allows for a finding of harassment, intimidation, and bullying for even a single act.

Question #3 – What is the difference between teasing and bullying?

Answer – Teasing is poking fun and laughing with somebody when there is no intent to insult or demean and the receiver does not consider it to be insulting or demeaning. Harassment, intimidation or bullying is when the person intends to be hurtful, insulting, or demeaning to the target and/or the target is insulted or demeaned. Consideration must be given to the intent of the accused, but also the feeling of the target.

Question #4 – You know there are three players in a bullying situation: a bully, a target, and the bystander. Why is the role of the bystander so important?

Answer – Bystanders usually see bullying behavior when it is happening and may be in the best situation to stop it. Bystanders need to feel comfortable in implementing strategies to intervene. Bystanders to a bullying incident have the power to impact bullying behavior when they see it. Bystanders need to know that by remaining quiet they are giving their approval for the bully to continue his/her unacceptable behavior.

Question #5 – What are some reasons support members play a pivotal role in harassment, intimidation, and bullying prevention?

Answer – Bullying more than likely occurs in less structured settings where support staff members are present and some support staff members interact with students on a different level. Students may be more inclined to report incidents of harassment, intimidation, and bullying to support staff members.



Part 3 – Questions

Question #1 – The procedures outlined in the “Six General Intervention Steps” are recommended for staff members when addressing a potential incident of harassment, intimidation, or bullying. Are there any incidents where using these Steps may not be appropriate?

Answer – Yes, obviously these Steps would not be appropriate when dealing with behavior that requires immediate restraint, regarding a physical altercation, any potential criminal activity, or conduct that requires immediate or emergent action.

Question #2 – What are some of the important verbal actions a staff member can use in an appropriate and effective intervention?

Answer

1. Label or state exactly the behavior you observe upon confronting it (I saw you “punching” a fellow student).
2. Let the student know the behavior you observed is unacceptable and in violation of school policy.
3. Let the student know this behavior must stop.
4. State to the offender that you would not accept this behavior if it was happening to him/her.
5. State expectations this behavior should not happen in the future and their future behavior must be respectful of others.
6. Tell the student accused that retaliation as related to the intervention is a violation of school policy.

Question #3 – What are some of the important non-verbal actions a staff member can in an appropriate and effective intervention?

Answer

1. Body language needs to communicate a visual, non-threatening approach
2. Tone of voice needs to be calm and confident
3. Position yourself between the potential bully and the target
4. Make eye contact with the alleged offender(s)
5. Engage bystanders by requesting assistance in providing information and support of the incident

Question #4 – What is the safest way to close the intervention for all parties?

Answer - Do not dismiss the offender, target, or instigating bystander together even if it means staying with one of the students until the other student(s) leave the intervention site. The incident must be reported to the Principal or designee in accordance with the law.



Part 4 - Questions

Question #1 – What are some signs or symptoms that a child is being bullied at school?

Answer:

1. Is the child afraid to walk to or from school?
2. Does the child not want to ride the school bus?
3. Does the child appear apprehensive about going to school, complain of headaches or feeling ill prior to leaving for school in the morning?
4. Does the child come home with clothing or personal items damaged?
5. Does the child appear sad or depressed about going to school?
6. Does the child come home from school with any physical injuries such as bruises, cuts, or scratches?
7. Does it appear the child is either losing money or frequently requesting money?
8. Does the child seem socially isolated with few, if any, friends?
9. Does it appear the child is sleeping more than usual or does the child appear tired as if they have not gotten enough sleep?

Question #2 – What are some warning signs a child may be bullying at school?

Answer

1. Does the child have a strong need to dominate and subdue others?
2. Is the child intimidating his siblings or children in the neighborhood?
3. Does the child brag about his actual or imagined superiority over other children?
4. Is the child hot tempered, easily angered, impulsive with a low frustration level?
5. Does the child have difficulty conforming to rules and tolerating adversity or delays?
6. Does the child cheat on games or while playing with friends?
7. Is the child defiant or aggressive toward adults including teachers or their own parents?
8. Is the child anti-social?
9. Is the child hanging out with the “wrong crowd?”

Question #3 – What is Respect?

Answer

1. Respect is using polite language and displaying good behavior, showing common courtesy
2. Listening actively by giving your full attention
3. Being considerate and compassionate -- simply caring for others
4. Being fair in the treatment of others by basically following the Golden Rule
5. Accepting those that are different from you and appreciating those differences
6. Being thoughtful of others and having a regard for other's feelings
7. Recognizing that everyone, adults and students, make mistakes and being willing to apologize



Question #4 – What are some of the activities we can do to improve school climate and culture as it relates to harassment, intimidation, and bullying in our school?

Answer

1. Assessing Climate
2. Adhere to a comprehensive Harassment, Intimidation, and Bullying Policy
3. Consistently apply a comprehensive Student Code of Conduct Policy for all students
4. Support the efforts of the required School Safety Team, which is made up of school community members appointed by your school Principal.
5. Implement classroom activities that will include discussions and integrate anti-bullying messages across the curriculum.
6. Create a welcoming school and classroom environment that is inclusive to all students, staff, and community members
7. Participate in on-going staff development programs to introduce and reinforce the basic principles of bullying prevention
8. Focus on “hot spots” where and when bullying is more likely to occur.
9. Familiarize yourself with the district’s Harassment, Intimidation, and Bullying Policy
10. Administer follow-up assessments and compare the current climate to the original baseline assessment.