Beaumont Children’s Hospital
No Bullying, Live Empowered (NoBLE) Program

Information & Tips for School Administrators and Staff
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NoBLE Contact Information

Contact us at **248-898-9951** to learn more about how we can help.

Support is also available 24/7 through a bullying hotline, operated by Common Ground, a non-profit crisis intervention agency, toll-free at **855-UR-NOBLE (855-876-6253)**.

One-on-one texting chat is also available Monday - Friday from 4 - 10 p.m. Text us at **248-809-5550**.

You find us online at: [http://www.beaumont.edu/urnoble](http://www.beaumont.edu/urnoble) or search for us on Facebook at: [http://www.facebook.com/urnoble](http://www.facebook.com/urnoble)
What is Bullying?

Bullying is unwanted, aggressive, hostile behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied, who bully others, and who witness may have serious, lasting problems.

Bullying as defined by Michigan legislature is any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school district’s or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

http://www.legislature.mi.gov/(S(u1v3njvgmzi2s5qcyw43n3uu))/mileg.aspx?page=GetObject&objectname=mcl-380-1310b

Bullying is
- Physical (punching, shoving, kicking, hitting, destruction of property, etc.)
- Verbal (name-calling, teasing, verbal threats, obscene gestures, etc.)
- Social (spreading rumors, ignoring someone, manipulating friendships, etc.)
- Cyber-bullying (emails, texts, websites, embarrassing photos, rumors, fake profiles)

Stats

Of students who are bullied:
- 59% report verbal bullying
- 50% report social/relational bullying
- 39% report physical bullying
- 43% of youth ages 13-17 report experiencing some form of cyber-bullying

Nearly one in three students ages 12 to 18 reports being bullied at school.

An estimated 160,000 children miss school every day due to fear of attack or intimidation by other students.

During the 2009–2010 school year, nearly one in four public schools reported that bullying occurred among students on a daily or weekly basis.

Victims of bullying are four times more likely to earn failing grades than their non-bullied peers.
One in five teens reports being cyber bullied through the use of computers, cell phones, and other electronic devices.

Consequences of Bullying for:

Victims
- Depression and anxiety
- Increased thoughts of suicide
- Health complaints (headaches, stomachaches, difficulty sleeping, etc.)
- Decreased academic achievement and school attendance and participation
- Increased likelihood of violently acting out (physically or via the internet)
- Increased risk of alcohol or substance abuse

Bullies
- Depression
- Increased thoughts of suicide
- Increased risk of alcohol and substance abuse
- Increased violent behavior and likelihood of abusing others
- Increased likelihood of engaging in criminal activity

Bystanders
- Depression and anxiety
- Increased risk of alcohol and substance abuse
- Decreased school attendance

Warning Signs of Students Who are Bullied
- Torn, damaged, or missing pieces of clothing or belongings
- Unexplained cuts, bruises, scratches
- Spends very little time with friends
- Is afraid to go to school or participate in extracurricular activities
- Takes an out of the way route to or from school
- Loss of interest in school work or change in school performance
- Appears moody, teary, or depressed when coming home from school
- Frequent physical complaints (stomachaches, headaches, etc)
- Trouble sleeping
- Decreased appetite
- Appears to be anxious and suffering from low self-esteem

Warning Signs of Students Who are Bullying Others
- Have positive inclinations towards violence or using violent methods
- Strong need or desire to dominate others to get their way
- Impulsivity, aggressiveness, easily angered
- Lack empathy towards others who are bullied
- Defiant, aggressive attitudes towards teachers, parents, and other adults
Involved in other socially unacceptable behavior, such as vandalism and substance abuse
More likely to report owning a gun for risky reasons, such as to frighten others

Why Kids Don’t Ask for Help

- Fear that the bullying is their fault
- May want to handle it on their own in attempts to regain some control
- Fear of being seen as weak or a tattletale
- Fear of retaliation from the bully
- Fear of judgment or punishment
- Feeling socially isolated and that others would not understand
- Fear of rejection from other peers
- Belief that no one can help them

What to Tell Students

- Bullying is not acceptable and will not be tolerated
- If you are being bullied, it is ok to stand up for yourself or walk away and seek help from a friend or adult
- Do not physically retaliate because fighting back does not usually work and can make matters worse
- Report bullying when you see or hear about it. It is not tattling to tell someone about it

What Can School Personnel Do?

- Review your school’s plan to prevent bullying
- Monitor hallways, playgrounds, cafeterias, bathrooms, stairwells, and buses
- Implement age-appropriate messages about bullying into school curriculum
- Create an environment and culture of respect, acceptance, and kindness
- Intervene immediately when you see or hear about bullying
- Write down bullying incidents (what happened, where, when) so you have that information available for any meetings
- Immediately report bullying to administrators
- Teach students what to do if they are bullied or witness bullying
- Involve families by communicating regularly and including them in bullying prevention activities and education
- Encourage your school to implement an evidenced based bullying prevention program/provide training for school personnel

**Cyber-bullying**

Cyber-bullying generally involves sending or posting of cruel text and/or images using the Internet or other digital communication devices. Modes of transmission include but are not limited to e-mail, social networking sites, chat rooms, message boards, instant messaging, or cell phones
Types of Cyber-bullying

- **Flaming** = online fights using electronic messages with angry and vulgar language
- **Harassment and Stalking** = repeatedly sending cruel, vicious, and/or threatening messages
- **Denigration** = sending or posting gossip or rumors about a person to damage his/her reputation or friendships
- **Impersonation** = breaking into someone’s email account and using it to send vicious or embarrassing material to others
- **Outing and trickery** = engaging someone in instant messaging, tricking him or her into revealing sensitive information, and forwarding that information to others

Characteristics of Cyber-bullies

- Equally likely to be male or female
- More likely to be older teens rather than younger children
- Tend to have poor relationships with their caregivers (Feinberg & Robey, 2009)
- May be targets of traditional bullying themselves
- More likely to engage in delinquent behavior and substance abuse
- May or may not be a person the victim knows
- Often remain anonymous and/or work with friends in groups to target victim

Impact of Cyber-bullying

- Emotional: depression, anxiety, school failure and avoidance associated with information about the target being readily available for the public, anonymity of the aggressor which can allow for victimization to continue.
- Fear of telling an adult or authority figure may make the victim feel alone and isolated, that the bullying is their fault
- Fear that their own use of electronics will be restricted
- Substance abuse
- Suicide and externalized violence in more extreme cases

Steps for educators to consider

- Assess the threat and severity of cyber-bullying, particularly when suicidal intent or violent behavior is involved
- Implement programs and policies to stop cyber-bullying on campus (including expectations and consequences)
- Conduct a formal assessment to determine the prevalence or cyber-bullying, including modes of transmission, and factors that may make it difficult for victims to report the cyber-bullying (surveys to be filled out by educators, parents, and students). Collect the data and analyze the results
- Know the early warning signs of cyber-bullying and victimization
Relational Aggression/Bullying

Relational Aggression is harm within relationships that is caused by covert bullying or manipulative behavior, such as isolating a victim from his or her friends, the “silent treatment”, and spreading gossip and rumors. It is often manipulative and subtle and can create just as much if not more damage than physical aggression. It tends to go overlooked due to difficulty in being readily observable or as being a normal part of adolescent development.

Why relational aggression is difficult to identify?
- No physical evidence
- Children and adolescents are skilled at hiding these manipulative behaviors from adults

Characteristics of relational aggression
- Seen as early as preschool years, but requires verbal, cognitive, and social skills, which makes it more sophisticated and subtle in adolescent years
- Girls use more relational than physical aggression, whereas boys use relational and physical aggression equally

Types of relational aggression
- Reactive relational aggression is typically in response to provocation, such as using social manipulation in response to feeling threatened or angry
- Instrumental relational aggression is manipulating relationships or using aggression (or threats of aggression) to get what one wants

Characteristics and Consequences of relational aggression
- While most youth experience some occasional relational aggression, long-term relational aggression can have a lasting impact
- Peer rejection, social anxiety and avoidance, loneliness, depression, decreased self-esteem, acting out
- Physical fights at school often occur as a result of and follow incidents of relational aggression
- Relational aggression between close friends tend to be more severe
- Individuals who use relational aggression tend to have internalizing and externalizing difficulties, tend to be consistently rejected by peers and can also display poor psychosocial adjustment

How to identify relational aggression
- Warning signs may include withdrawal, sadness, anxiety, increased aggression
- 2nd hand reports and sociometric measures may be used to obtain peer ratings, rankings, or nominations of children who are bullies or who are aggressive

If a student is experiencing or engaging in relational bullying – please see above recommendations for what you can do (under bullying)
Additional Resources

Websites

http://www.stopbullying.gov/

Olweus Bullying Prevention Program
http://www.violencepreventionworks.org/public/index.page

Eyes on Bullying
A skills-building program that parents, childcare professionals, and teachers can use with children and youth in schools, afterschool programs, childcare centers, families, and community organizations. Developed at Education Development Center. The Eyes on Bullying Toolkit is available for download at www.eyesonbullying.org

Embedding Bullying Prevention in Core Curriculum: A Teacher’s Guide K - 12
This guide helps teachers integrate important messages about bullying prevention into their everyday instruction. It helps teachers generate ideas for instruction that will help students in grades K–12 learn about the issues of bullying and bullying prevention. It provides short sample activities, adaptable for elementary, middle, and high school, in the subject areas of English Language Arts, World and U.S. History, Current Events, and Life Sciences. The guide can be downloaded at www.bostonpublicschools.org

Boston Public Schools Anti-bullying Resources
http://www.bostonpublicschools.org/antibullying

Anti-bullying Alliance
http://www.anti-bullyingalliance.org.uk/

Cyberbullying Resource Center
http://www.cyberbullying.us/resources.php

Education.com (Bullying at School & Online)
http://www.education.com/topic/school-bullying-teasing/

Kappa Omicron Nu Service Learning Initiative (Bullying Initiative Resources)
http://chapters.kon.org/bullying-resources