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P. A. W. S.  
Bullying Prevention Program

Pactice kindness

Accept others

Watch for people who need help

Stand tall and strong

Bullying: Any intentional activity by one or more individuals directed toward another that inflicts harm, causes fear and is repeated over time. The person who is bullied has difficulty defending him or herself.

Goal: To reduce existing bullying problems among children and to prevent the development of new bullying problems.

Post and discuss and reinforce rules:

- \*We will not bully others.
- \*We will try to help children who are bullied.
- \*We will try to include children who are left out.
- \*If we know somebody is being bullied, we will tell an adult at MLEDP and an adult at home.

Be aware of hotspots where bullying may frequently occur to be extra observant and intervene on the spot.

## Similarities and Differences between Rough-and-Tumble Play, Real Fighting, and Bullying

The table below shows how these three behaviors differ or are similar in characteristics such as the relationship between the participants, the balance of power between them, and the intent of the action.

Characteristics	Rough-and-Tumble Play	Real Fighting	Bullying
<b>Relationship between Parties</b>	Usually friends*	Usually not friends	Usually not friends
<b>Number of Participants</b>	May be two, but often more	Usually two	May be two, but often a group of two to three against one <sup>+</sup>
<b>Balance of Strength or Power</b>	Usually equal (can be deliberately adjusted)	Can vary, but often is relatively equal	Unequal <sup>+</sup>
<b>Expression and Atmosphere</b>	Smiling or neutral face, laughter, friendly*	Staring, serious face with furrowed eyebrows, tense, hostile	<i>The inferior party:</i> often sad, depressed, crying, angry, despairing  <i>The superior party:</i> may vary, but often laughter and scornful smiles; serious, not friendly <sup>+</sup>
<b>Underlying Intention</b>	Friendly, positive*	Negative, aggressive, desire to inflict injury or discomfort	Negative, aggressive, desire to inflict injury or discomfort, to humiliate and insult
<b>Activity Repeated with Same Partner(s)</b>	Often yes	Usually not	Yes <sup>+</sup>

\* Indicates characteristics that primarily distinguish rough-and-tumble play from real fighting and bullying

<sup>+</sup> Indicates characteristics that primarily distinguish bullying and real fighting

# MLEDP Bullying Behavior Rubric

Behavior	First Time	Second Time	Third Time	3+ times
<b>Verbal Behavior</b> Name Calling (make people feel bad about themselves), taunting, swearing, gossiping, rumors, lying about others, benign threats, silent treatment, exclusion, insulting	Documented Verbal Warning	Possible Loss of Privilege Behavior Report Completed Parent Notified at Pickup	Loss of Privilege Time Out 5-15 min. Behavior Report Completed Parents Notified at Pickup	Individual Plan Developed with Parent Behavior Report Completed Referred to MLEDP administration
<b>Physical Behavior</b> Shoving, slapping, grabbing, tripping, negative contact, taking others' things, poking, invading another's personal space.	Loss of Privilege Behavior Report Completed Parent Notified at Pickup	Loss of Privilege Behavior Report Completed Parents Notified at Pickup	Loss of Privilege Behavior Report Completed Parents may be called to Pickup child	Individual Plan Developed with Parent Behavior Report Completed Referred to MLEDP Administration
<b>Severe Behaviors</b> Spitting, harassment, punching, kicking, tackling, stealing/ destruction, threats to commit bodily harm, intentionally injuring another student, retaliation (regarding reporting occurrence of aggressive behavior)	Loss of Privilege Behavior Report Completed Parent Notified at Pickup	Behavior Report Completed Parent Immediately Notified to pick up child	Behavior Report Completed Parent Immediately Notified to pick up child Meeting Scheduled with MLEDP Administration Possible Session Suspension	Individual Plan Developed with Parent Behavior Report Completed Referred to MLEDP Administration

\*All Consequences will be discussed with Center Director and all events documented.

# Positive Behavior Reinforcements

Positive Behaviors	First Time	Two or More Times
1. Telling a child to stop teasing or kidding another child in a hurtful way	<b>Praise and Friendly Attention:</b>  Verbal Recognition  Smiles and Nods  Pats on the Shoulder  Positive notes  Parent Notification at Center	<b>Fun Activities or Privileges:</b>  Movie Day  Field Trip  Group Event  Certificates
2. Taking the side of and supporting a child who is being bullied		
3. Letting the staff know about a bullying situation that is occurring or a bullying relationship		
4. Telling the staff and parents when a child himself or herself is being bullied		
5. Initiating activities that include all children in the group		
6. Initiating activities that draw lonely children into activities with others		
7. Being helpful and friendly to children who are left out or made fun of		

## Tips:

- Be specific: It is important for the child know exactly what behavior is being praised so that it can be repeated.
- Be quick: Reinforce the behavior as soon as possible.
- Do it often: Reinforce often the positive things asana s the behavior becomes more routine you can decrease.
- Be enthusiastic: Show enthusiasm and warmth and try to make eye contact with the child.
- Be consistent: Try your best to react similarly in similar situations.
- Be creative: Try to use a variety of methods of reinforcement.
- Be honest: Children can tell when the praise is not sincere.
- Be in-the-know: Get to know your children well. Choose reinforcements that are unique and attractive to the children at your specific center.

# Negative Consequences

Needed when Positive Reinforcements are not enough to get the aggressive child to change behavior.

- \* Somewhat disagreeable or uncomfortable, but shouldn't involve revenge or hostile punishment.
- \* Easy to use
- \* Appropriate for the child's age, gender and personality.
- \* Logically related to the negative behavior of the student, if possible.
- \* Aim at the undesirable behavior, not the person.

## Examples:

### **Verbal Rebuke or Reprimand -**

- \*Be within arms length, make eye contact, be brief, clear and behavior specific.
- \*Be firm and determined, but not overly emotional.
- \*Be prepared to tell them of negative consequences to follow, without making empty threats.

### **Time-Outs-** Use after Verbal Reprimand has been tried.

Give the child a chance to calm down away from other children or positive situations of interest.

- \*Use sparingly
- \*Keep it short, 5-15 minutes, depending on the child's age and circumstances involved.
- \*Carried out in a designated area of the room that is uninteresting, and supervised.
- \*Explained clearly and matter-of-factly to the child. Name the specific reason and length of time.

(This is not the time to have a discussion about what happened. You can discuss this with the child later. The goal of the time out is to end the behavior and not to argue about it.)

### **Response Costs-**

The child loses a privilege or gives up something positive that he/she expects to do.

### **Replace Damaged item-**

If the child knocked over a construction or marked another child's paper, he/she should make amends by rebuilding, getting new supplies, recreating what was lost with the offended child. This is typically a healing moment for both parties.

**Separate the child who bullies from the child being bullied for activities.**

**Keep the child who is bullying close to a staff person during breaks and free play.**

**Complete a Behavior Report to inform the parent. Utilize options listed.**

Photocopy this page and cut it in half. Laminate these cards and carry one with you.

## On-the-Spot Bullying Interventions

When you see bullying happen:

- Step 1: Stop the bullying.
- Step 2: Support the student who has been bullied.
- Step 3: To the student(s) who bullied: Name the bullying behavior and refer to the four anti-bullying rules.
- Step 4: Empower the bystanders with appreciation if they were supportive to the student who was bullied or with information about how to act in the future.
- Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.
- Step 6: Take steps to make sure the student who was bullied will be protected from future bullying.

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