**Determining What and Where Your Bullying Prevention Priorities Are**

**Via Your 2013-14 Delaware School Climate Survey (DSCS)**

**SCHOOL NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** Take a look at your 2013-14 DSCS report and look at the following bullying-related information in your report. Please note that your final report has three sections – student, staff and home. You will only look at the student and home survey sections for this activity.

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| **13-14 DSCS Part III: Bullying** | | |
| **Climate**  **Sub-Scale** | **Student Survey**  **Results Report** | **Home Survey**  **Results Report** |
| Bullying SW\* | School-Wide (Pgs. 1, 2, 7, 11) | N/A |
| Bullying Victimization | Physical Bullying (Pgs. 4-5, 8, 12) | Physical Bullying (Pgs. 2, 4-5) |
| Verbal Bullying (Pgs. 4-5, 8, 12) | Verbal Bullying (Pgs. 2, 4-5) |
| Social/Relational Bullying (Pgs. 4-5, 8, 12) | Social/Relational Bullying (Pgs. 2, 4-5) |
| Cyberbullying(Pgs. 4-5, 8, 12) | N/A |
| \* A higher score represents an unfavorable response to items on the Bullying School-Wide subscale and the Use of Punitive Techniques subscale. | | |

1. **When you look at your DSCS what are your students’ and families’ biggest concerns regarding bullying? It is a type of bullying? Is it a certain bullying action under a particular type of bullying?**
2. **How is your school addressing these concerns at this time? If it isn’t, how could it address these concerns? Brainstorm and/or ask others at your table.**
3. **Looking more carefully at your data, are their particular groups of students (by grade, gender, race) who are especially concerned about particular types of bullying?**
4. **How is your school addressing these concerns at this time? If it isn’t, how could it address these concerns? Brainstorm and/or ask others at your table.**

**Initial Steps for DE-PBS Bullying Prevention**

**and Intervention Action Plan**

**SCHOOL NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** Bullying prevention is an important activity in Delaware schools. The DE-PBS Project is working with Dr. Chad Rose to help schools create robust and meaningful bullying prevention and response systems. The following are initial steps that could help your school to create or bolster such a system this year.

**1: Write the definition of “bullying” for your school (see district policy).**

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|  | ***Consider these 4 components of bullying in developing the definition.***   * + - *Imbalance of physical or emotional power*     - *Repeated across time or individuals/victims*     - *Intent to cause physical or emotional harm*     - *Unequal levels of affect* |

**2: Outline your school’s plan for teaching the definition & establish clear reporting protocol (for staff, students, & families).**

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|  | ***Consider these 4 steps in establishing protocol:***   * + - *Create*     - *Teach*     - *Practice*     - *Monitor* |

**3: Outline your school’s protocol for responding to bullying reports. Think about your school’s crisis plan for unexpected emergencies.**

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|  | ***Consider these 3 avenues when establishing protocol:***   * + - *Bully*     - *Victim*     - *Bystander* |

**4: Describe how your school’s School-Wide Expectations relate to bullying prevention in your school. If a direct link hasn’t been made at your school, brainstorm how this can be done.**