

Olweus recommendations about addressing bullying in schools:

School level:

- Conduct an anonymous survey to assess the extend and nature of bullying in your school
- Hold a school conference day on bully/victim problems
- Increase supervision during recess and lunch time as well as in other areas of the school (hallways, bathrooms, cafeteria, etc.)
- Create a more attractive school playground (bullies who are bored are more likely to bully)
- Establish a contact telephone where students and parents can call anonymously to report/discuss bullying at school
- Conduct meetings with parents to discuss bullying
- Establish a teacher group to address school climate issues
- Conduct parent circle groups about bullying

Class level:

- Establish class rules against bullying
- Have regular class meetings (like responsive classroom, times to discuss bullying issues if necessary)
- Have students participate in role playing activities and read literature about bullying situations
- Utilize cooperative learning activities
- Discuss bullying at general parent-teacher meetings with student involvement

Individual level:

- Hold serious talks with bullies and victims following incidents
- Hold serious talks with parents of involved students
- Encourage parents of bullies and victims to get involved in addressing the problem
- Involve "neutral" bystander students in actively addressing bullying as it arises
- Create discussion groups for parents of bullies or bullied students (with a counselor or therapist)
- As a last resort, change the class or school of the students involved with a priority on moving the bully

From: Olweus, Dan. Bullying at School. (Malden, MA: Blackwell Publishing, 1993).

Coloroso bullying do's and don't's (depends on age of students, may not be appropriate if there is a disproportionate power imbalance and/or if protected category status is involved):

DO:

- for bullies: Intervene immediately with discipline that is NOT judgmental, arbitrary, confusing, or coercive and that allows for restoration and reconciliation
- for bullies: Create opportunities to "do good"
- for bullies: Nurture empathy
- for bullies: Teach friendship skills, assertive, respectful, and peaceful ways to relate to others
- for bullies: Engage in more constructive, entertaining, and energizing activities
- for targets: Listen to emotions as well as facts
- for targets: Tell the child it is not his/her fault
- for targets: Teach the child self-advocacy skills
- for targets: Encourage the child to report incidents to adults at school and teach the difference between tattling and telling
- for targets: Identify and stay close to key buddies and friends
- for bullies and targets: Develop a strong sense of self in children
- for bullies and targets: Teach negotiation and conflict resolution skills
- for bystanders: Teach ally skills

DON'T:

- for bullies: Do not utilize punitive disciplinary measures
- for bullies: Do not shame the bully
- for bullies: Do not confront the bully or the bully's parents alone
- for bullies and targets: Do not minimize or ignore the behavior
- for targets: Do not rush to solve the child's problem
- for targets: Do not tell the child to avoid the bully
- for targets: Do not tell the child to fight back
- for targets: Do not tell the child he/she should not feel angry

From: Coloroso, Barbara. The Bully, the Bullied, and the Bystander. (New York: HarperCollins Publishers, 2003).