Bullying Intervention & Positive Climate PD

Integrating Olweus Bullying Prevention &
Capturing Kids' Hearts


CYPRESS
HIGH SCHOOL
WE LEARN WITH EMPATHY
Excellence is ignited when the heart and mind work as one
WE INNOVATE WITH PURPOSE
Passion and determination make dreams achievable
WE DREAM TOGETHER
Love and loyalty keep us united and CYPRESS STRONG

PD Outcomes

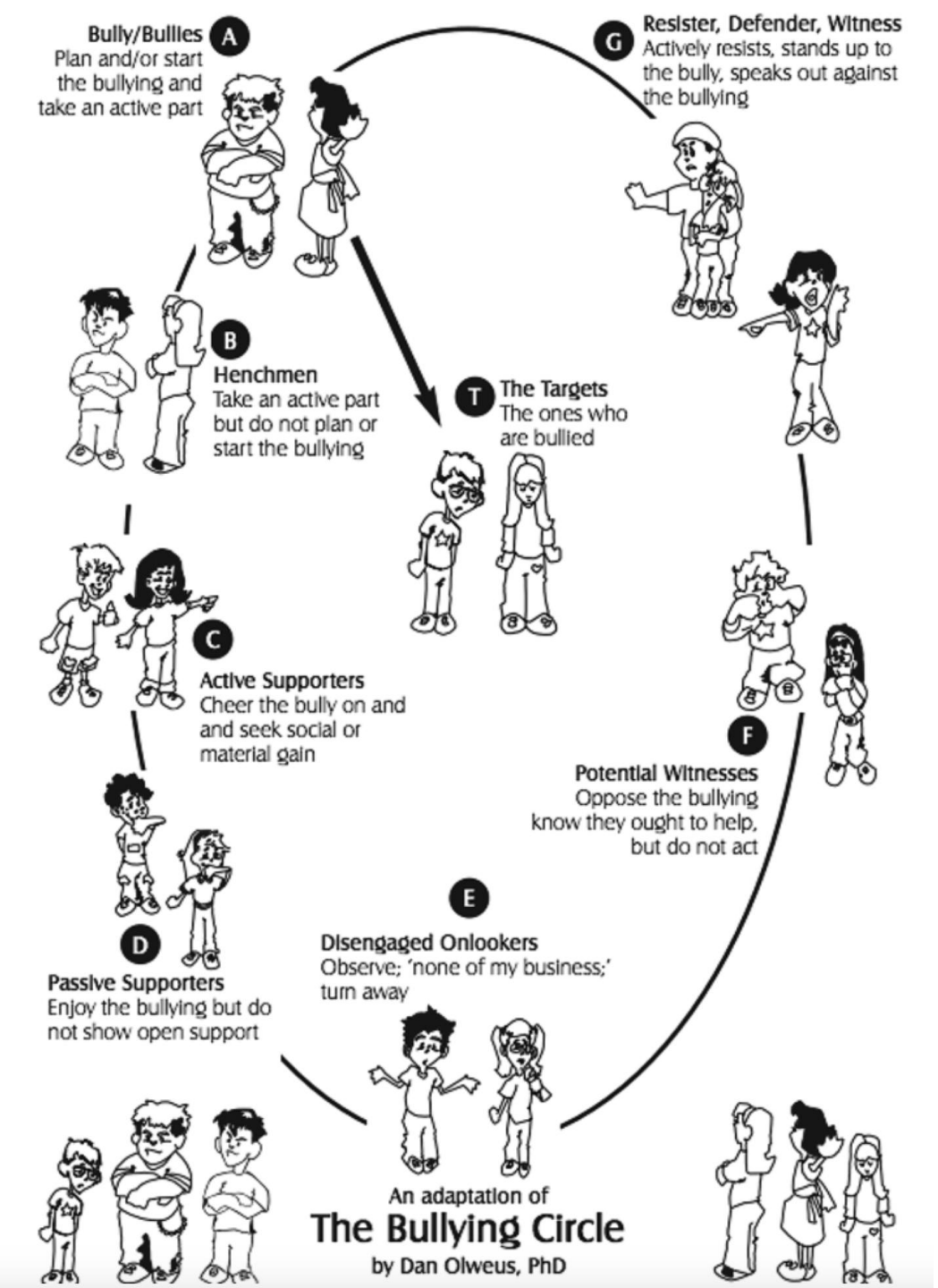
- Recognize bullying behaviors
- Intervene immediately
- Use CKH relationship-based strategies
- Build positive classroom climate


YOU
GOT
THIS
IN
CONTROL
SEL

Olweus Bullying Prevention Program (OBPP) Definition

- **Bullying is when a student is exposed, repeatedly and over time, to negative actions by one or more students, and there is a clear power imbalance.**
- Breaking it down for teachers and students:
  - **Intentional**
    The behavior is meant to hurt, intimidate, embarrass, or control another student.
  - **Repeated**
    The negative behavior happens more than once or is likely to happen again.
  - **Power Imbalance**
    The student engaging in the behavior has more social, physical, psychological, or situational power than the target.
    (Examples: popularity, age, grade level, physical size, group vs. individual, special needs, social influence.)

The Bullying Circle



High School–Specific Examples

- **Physical Bullying**
  - Shoving a student into a locker repeatedly.
  - Tripping a classmate in the hallway and a group laughing at them.
  - Stealing or destroying personal belongings.
- **Verbal Bullying**
  - Repeatedly insulting someone's appearance, race, gender expression, disability, or sexuality.
  - Threatening messages sent over several days.
  - Creating nicknames designed to humiliate a student.
- **Relational/Social Bullying**
  - A popular group repeatedly excluding a student from group work or lunch tables.
  - Spreading rumors over multiple weeks.
  - A team benching a student as "punishment" and turning the whole group against them.
- **Cyberbullying**
  - Posting an embarrassing photo and encouraging others to comment.
  - Creating group chats that target and mock one student repeatedly.
  - Anonymous accounts that send ongoing harmful messages or threats.
- **Power Imbalance Indicators in High School**
  - Upperclassmen vs. freshmen
  - Popular athletes/influencers vs. socially isolated students
  - Academic stars vs. students struggling
  - A group targeting an individual
  - Neurotypical students targeting neurodivergent students
  - Social power: "Everyone listens to them and no one defends me."

Quick Quiz:
Is it Bullying, Conflict, or Rude Behavior?

Scenario A

- Two students argue loudly over a group project. Each blames the other for not doing their work.
- ***Is this:***
  - *Bullying*
  - *Conflict*
  - *Rude behavior*

Scenario B

- A group of students repeatedly mocks a student's accent and laughs when she speaks in class.
- ***Is this:***
  - *Bullying*
  - *Conflict*
  - *Rude behavior*

Scenario C

- A student rolls his eyes dramatically and says, “Whatever,” when the teacher gives directions.
- ***Is this:***
  - *Bullying*
  - *Conflict*
  - *Rude behavior*

Scenario D

- A popular student sends a hurtful DM to a classmate once. It does not repeat, but the message is very harsh.
- ***Is this:***
  - *Bullying*
  - *Conflict*
  - *Rude behavior*

Scenario E

- A group repeatedly excludes a student from partner work, whispering and laughing every time the teacher assigns groups.
- ***Is this:***
  - *Bullying*
  - *Conflict*
  - *Rude behavior*

Scenario F

- Two freshmen shove each other jokingly between classes, both laughing.
- ***Is this:***
  - *Bullying*
  - *Conflict*
  - *Rude behavior*

The 3 R's For Staff



RECOGNIZE



RESPOND



REPORT

Sample Reports

Visitations

- Intervened in a small conflict between tablemates. Referred students to conflict mediation. Parents contacted
- Intervened in inappropriate joking. Reminded students of social contract and expectations for kindness. Parents contacted.
- Held a mini restorative check in with students to address subtle/relational bullying in class. Made changes to seating and will continue to monitor to ensure no further issues arise. Parents contacted.

Discipline (Referrals)

- Student shared information on an online post that is cyberbullying Student A. Reassured Student A that we are here for them. Screenshots of the posts, the followers, and comments shared with administration. Referred Student A to counselor for follow up. Parents contacted and referral to administration submitted.
- Despite previous attempts of intervening, Johnny continues to violate our social contract by repeatedly teasing Student A. Johnny makes loud comments for others to hear, tells “jokes” that are targeting and then says, “I was just joking.” This is a pattern of harassment. Parents contacted and referral to administration submitted.

Olweus On-the-Spot Intervention

Stop	Stop the bullying
Support	Support the student
Name	Name the behavior
Engage	Engage bystanders
Impose	Impose consequences
Ensure	Ensure protection

Capturing Kids' Hearts Core Practices

How CKH supports bullying prevention:



Greeting at the door → Relationship building



Social Contract → Shared norms



“Checks” → Peer accountability



“Affirmations” → Culture of respect



“Launch” → Positive closure & climate

CKH 5 Questions

- This framework is used to address misbehavior and guide students back to the right path without escalating the situation.

What are you doing?

What are you supposed to be doing?

Are you doing it?

What are you going to do about it?

What is going to happen if you do it again?

Scenario Practice
What Would You Do?

- Hallway confrontation
- Cyberbullying disclosure
- Relational bullying
- Conflict vs bullying



SCENARIO 1: On-the-Spot Intervention (Hallway Scenario)

Hallway Confrontation

A group of students loudly mocks another student's clothes and pushes him with their backpack.

Teacher Steps

Stop	Block	Support	Name	Address	Follow
Stop the behavior "Stop. This behavior is not OK."	Block eye contact & separate students Stand between the students; gesture one group back.	Support the targeted student "Are you hurt? Come stand with me for a moment."	Name the behavior & tie to school rules "Mocking and pushing are behaviors that violate our Social Contract and school expectations."	Address bystanders (CKH) "Thank you to those of you who stayed calm. If you see someone being targeted, your words and actions matter."	Follow-up •Speak privately with each student. •Notify counselor/admin as required. •Document the incident.

Debrief

- What did you do well?
- How did your tone affect the situation?
- What part of the OBPP steps did you skip or rush?
- How could a CKH “check” or Social Contract phrase have helped?

SCENARIO 2: Cyberbullying Disclosure in Class

Scenario: A student reports an online video or messages targeting them or a friend.

They quietly show you during independent work.

https://www.meganmeierfoundation.org/megans-story

Teacher Steps

Move	Acknowledge & support	Gather	Separate	Follow Protocol	Provide Reassurance
Move to a private area; keep voice low.	"Thank you for telling me. I'm sorry this is happening."	Gather basic information without questioning tone.	Separate the student from the alleged aggressors calmly and discreetly.	Contact admin and counselor. Save evidence (take screenshots/screen recordings of the post, the the account information, the followers). Make a report to online provider to get the post taken down	"This is not your fault. I'm going to get you support right away."

Debrief

What CKH strategy did you use? (Affirmations, Private Conversation)

How did you protect the student's dignity?

How will you follow protocols without escalating classroom disruption?

SCENARIO 3: Subtle/Relational Bullying in Class

Scenario: Eye-rolling, exclusion, whispered comments

Students are socially isolating another student during group work.

Teacher Steps

Use the **Olweus steps**, but softer:

Approach	Name The Behavior	Support	Norms –Social Contract	Address	Follow
Approach the group calmly.	"Pause. I'm noticing some behavior that doesn't match our Social Contract."	Support the targeted student—provide an option to move groups.	Restate norms: "Everyone has a right to feel safe and included here."	Address bystanders (CKH) "Thank you to those of you who stayed calm. If you see someone being targeted, your words and actions matter."	Facilitate a mini restorative check-in.

Mini Restorative Check-In Script *(Ready to Use)*

- **Teacher:**
"Let's step aside for a quick reset."
- **To Student A (impacted):**
"What happened from your point of view? How did that make you feel?"
- **To Student B (who caused harm):**
"What was going on for you? What were you hoping would happen?"
- **Teacher:**
"Here's the impact I'm hearing…
Let's make a quick plan for how we'll interact respectfully in class."
- **Students:**
Offer 1–2 simple commitments.
- **Teacher:**
"Great. Let's head back in and make the rest of class better."

Debrief

- What did you do well?
- How did your tone affect the situation?
- What subtle cues should teachers look for?
- How can CKH's Social Contract be used to redirect behavior?

SCENARIO 4: Conflict vs. Bullying - De-escalation Practice

Scenario: Two students in a heated disagreement

Both are yelling, but no power imbalance.

Teacher Steps

Teacher Practice Steps (CKH + Olweus Prevention)

Approach	Time Out	Support	Norms –Social Contract	Address	Follow
Use calm proximity.	"Time-out. Let's pause and breathe."	Provide regulated space → hallway or corners of room.	Restate norms: "Everyone has a right to feel safe here."	Teach the THINK strategy: True Helpful Important Necessary Kind	Facilitate a stress/coping discussion later (peer mediation referral)

Debrief

- Was this bullying or conflict?
- How did your tone affect the situation?
- What triggered escalation?
- How did CKH de-escalation techniques support the resolution?

In-The-Moment De-Escalation

Stay Calm

Stay calm and model calm:

- Take deep breaths, slow your speech, and use a steady, calm tone. Your calm demeanor signals a safe environment to the student.

Validate

Validate feelings:

- Acknowledge the student's emotions with validating phrases like, "I can tell you're very upset," instead of telling them to calm down.

Non-Verbal Communication

Use nonverbal communication:

- Mirror the child's posture and volume initially to show you are with them, but then lower your own volume and take up less space to encourage their de-escalation. Avoid power struggles and overwhelming the child with too many words.

Provide Space

Provide space and silence:

- Limit your words to short, calming phrases like, "I'm here when you're ready." Give the student time and space to process and self-regulate.

Long-Term Prevention Strategies

1. Empathy-Building Activities

- Wrinkled Heart activity
- Community Circles
- CKH Affirmations
- Stories of "Upstanders"

2. Classroom Check-Up Cycle (for Teachers)

- Observe routines & peer interactions
- Identify challenges and goals
- Create implementation plan
- Monitor and adjust for bullying "hot spots"

3. Social-Emotional Learning Integration

- Weekly SEL mini-lessons
- Mindfulness breaks
- Stress & coping strategy instruction
- Guided peer problem-solving

4. Relationship-Building Routines (CKH)

- Launch statements daily
- Regular Social Contract reviews
- Greeting students at the door
- Class-wide celebrations of growth

Resources





CYPRESS POLICIES

BULLY RESOURCES


We don't just stop bullying...
WE BUILD BELONGING
CYPRESS
HIGH SCHOOL