

OCTOBER IS BULLYING PREVENTION AWARENESS MONTH

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intervention and  
prevention

## Daily Reporter



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# What is Bullying?

Bullying is unwanted, aggressive behavior among school-aged children 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 and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

**AN IMBALANCE OF POWER:**

Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

**REPETITION:**

Bullying behaviors happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

## VERBAL BULLYING

*Verbal bullying is saying or writing mean things*

Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

## SOCIAL BULLYING

*Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships*

Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

## PHYSICAL BULLYING

*Physical bullying involves hurting a person's body or possessions.*

Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

## WHERE AND WHEN BULLYING HAPPENS:

Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in places like the playground or on the bus, travelling to or from school. Bullying can also occur in the youth's neighborhood or on the internet.

# NATIONAL BULLYING PREVENTION MONTH



Stand up & speak out against bullying so all youth can thrive.

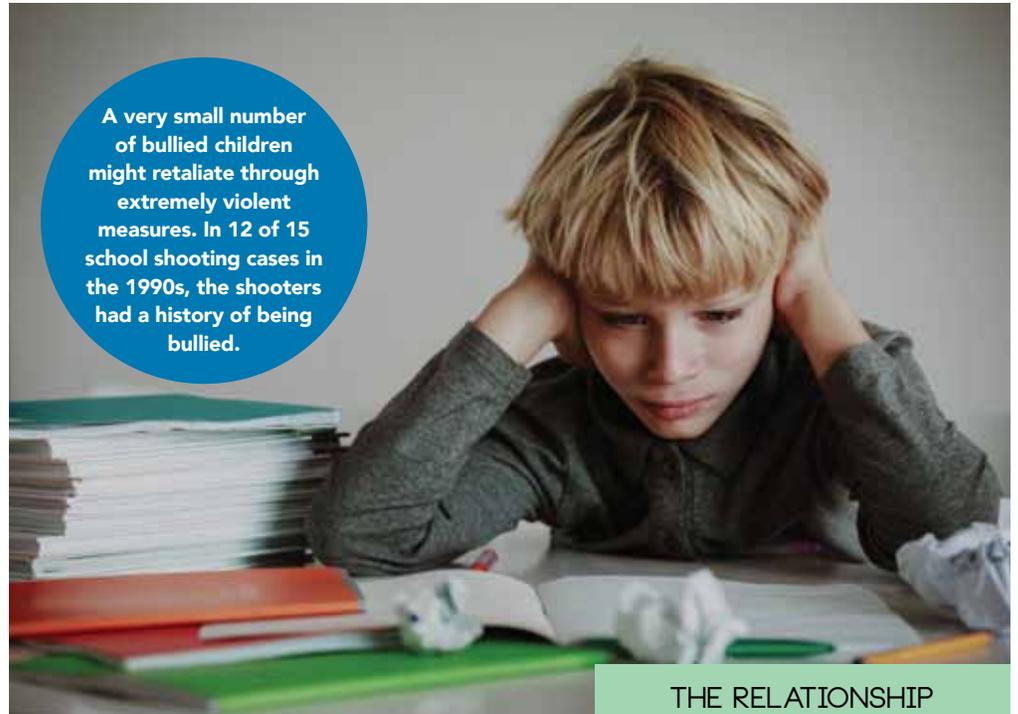
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# Effects of Bullying

Bullying can affect everyone — those who are bullied, those who bully and those who witness bullying. Bullying is linked to many negative outcomes, including impacts on mental health, substance abuse and suicide. It is important to talk to kids to determine whether bullying — or something else — is a concern.



A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.

## THE RELATIONSHIP BETWEEN BULLYING AND SUICIDE

Media reports often link bullying with suicide. However, most youth who are bullied do not have thoughts of suicide or engage in suicidal behaviors.

Although kids who are bullied are at risk of suicide, bullying alone is not the cause. Many issues contribute to suicide risk, including depression, problems at home and trauma history. Additionally, specific groups have an increased risk of suicide, including American Indian and Alaskan Native, Asian American, lesbian, gay, bisexual and transgender youth. This risk can be increased further when these kids are not supported by parents, peers and schools. Bullying can make an unsupportive situation worse.

### KIDS WHO ARE BULLIED

*Kids who are bullied can experience negative physical, social, emotional, academic and mental health issues. Kids who are bullied are more likely to experience:*

- Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
- Health complaints
- Decreased academic achievement — GPA and standardized test scores — and school participation. They are more likely to miss, skip or drop out of school.

### KIDS WHO BULLY OTHERS

*Kids who bully others can also engage in violent and other risky behaviors into adulthood. Kids who bully are more likely to:*

- Abuse alcohol and other drugs in adolescence and as adults
- Get into fights, vandalize property and drop out of school
- Engage in early sexual activity
- Have criminal convictions and traffic citations as adults
- Be abusive toward their romantic partners, spouses or their children.

### BYSTANDERS

*Kids who witness bullying are more likely to:*

- Have increased use of tobacco, alcohol or other drugs
- Have increased mental health problems, including depression and anxiety
- Miss or skip school

[stopbullying.gov](http://stopbullying.gov)

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STATISTICS  
FROM THE 2018  
INDICATORS OF SCHOOL  
CRIME AND SAFETY  
REPORT SHOW THAT ONLY

20%

OF SCHOOL  
BULLYING INCIDENTS  
WERE REPORTED.

# WARNING SIGNS FOR BULLYING

There are many warning signs that may indicate that someone is either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help.

It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem.

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## SIGNS A CHILD IS BEING BULLIED

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs. Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves or talking about suicide

## SIGNS A CHILD IS BULLYING OTHERS

Kids may be bullying others if they:

- Frequent physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity



If you know someone in serious distress or danger, don't ignore the problem. Get help right away.

### WHY DON'T KIDS ASK FOR HELP?

Statistics from the 2018 Indicators of School Crime and Safety report show that only 20% of school bullying incidents were reported. Kids don't tell adults for many reasons:

- Bullying can make a child feel helpless. Kids may want to handle it on their own to feel in control again. They may fear being seen as weak or a tattletale.
- Kids may fear backlash from the kid who bullied them.
- Bullying can be a humiliating experience. Kids may not want adults to know what is being said about them, whether true or false. They may also fear that adults will judge them or punish them for being weak.
- Kids who are bullied may already feel socially isolated. They may feel like no one cares or could understand.
- Kids may fear being rejected by their peers. Friends can help protect kids from bullying, and kids can fear losing this support.



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# Who is More at Risk?

Lesbian, gay, bisexual, transgender, queer, intersex, nonbinary or otherwise gender non-conforming (LGBTQI+) youth and those perceived as LGBTQI+ are at an increased risk of being bullied. Results from the 2019 Youth Risk Behavior Survey (YRBS) show that, nationwide, more U.S. high school students who self-identify as lesbian, gay, or bisexual (LGB) report having been bullied on school property (32%) and cyberbullied (26.6%) in the past year than their straight peers (17.1% and 14.1%, respectively). The study also showed that more LGB students (13.5%) than straight students (7.5%) reported not going to school because of safety concerns. Students who identified as “not sure” of their sexual orientation also reported being bullied on school property (26.9%), being cyberbullied (19.4%), and not going to school because of safety concerns (15.5%).



If you have bullied your peers, reach out to a trusted adult for help. Bullying is a behavior that can be changed.

**stopbullying.gov**

## CREATE A SAFE ENVIRONMENT FOR LGBTQI+ YOUTH

It is important to build a safe environment for all LGBTQI+ youth. Parents, schools, and communities can all play a role in preventing bullying and helping LGBTQI+ youth feel physically and emotionally safe.

- Encourage respect for all students.
- Prohibit bullying, harassment, and violence against all students.
- Conduct social-emotional learning activities in school to foster peer-relationships and help students develop empathy.
- Identify “safe spaces,” such as counselors’ offices or designated classrooms, where LGBTQI+ youth can receive support from administrators, teachers, or other school staff.
- Encourage student-led and student-organized school clubs that promote a safe, welcoming, and accepting school environment (e.g., gay-straight alliances or gender and sexuality alliances). Schools must allow these clubs or groups if they have other “non-curricular” clubs or groups. Learn more about the right to form a GSA under the Equal Access Act.
- Ensure that health curricula or educational materials include HIV, other STD/STI, and pregnancy prevention information that is relevant to LGBTQI+ youth.
- Use inclusive language and avoid making assumptions. The words we use can make help people feel acknowledged and create a sense of belonging. For example, using “y’all” when referring to a group conveys gender equality rather than using “guys.” Use gender-neutral pronouns like “they” or “them” instead of “he/she” or “him/her.” You can also use words like “parent” instead of “mother” and “father.”
- Use students’ chosen names and pronouns.
- Train school staff on how to create safe and supportive school environments for all students, including LGBTQI+ youth.
- Facilitate access to community-based providers who have experience providing health services, including medical, counseling, social, and psychological services, and HIV/STI testing for LGBTQI+ youth.

However, even if a child has these risk factors, it doesn’t mean that they will be bullied.

## FEDERAL CIVIL RIGHTS LAWS, SEXUAL ORIENTATION, AND GENDER IDENTITY

On January 20, 2021, the President signed an Executive Order on Preventing and Combating Discrimination on the Basis of Gender Identity and Sexual Orientation which sets out the Administration’s policy that “[a]ll persons should receive equal treatment under the law, no matter their gender identity or sexual orientation.”

- The U.S. Department of Justice issued a memo clarifying that the prohibition on discrimination “on the basis of sex” in Title IX of the Education Amendments of 1972 (Title IX) includes discrimination on the basis of gender identity and sexual orientation.
- The U.S. Department of Education also confirmed that it will enforce Title IX protections against discrimination on the basis of sex, including sexual orientation and gender identity.

## WHY SOME YOUTH BULLY

Children and teenagers who feel secure and supported by their family, school, and peers are less likely to bully. However, some youth do not have these types of support. Every individual is unique and there are many factors that can contribute to bullying behavior. A youth who bullies may experience one, several or none of these contributing factors.

- Some are well-connected to their peers, have social power, are overly concerned about their popularity and like to dominate or be in charge of others.
- Others are more isolated from their peers and may be depressed or anxious, have low self esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

### PEER FACTORS

Some youth bully:

- To attain or maintain social power or to elevate their status in their peer group.
- To show their allegiance to and fit in with their peer group.
- To exclude others from their peer group, to show who is and is not part of the group.
- To control the behavior of their peers.

### FAMILY FACTORS

Some youth who bully:

- Come from families where there is bullying, aggression or violence at home.
- May have parents and caregivers that do not provide emotional support or communication.
- May have parents or caregivers who respond in an authoritarian or reactive way.
- May come from families where the adults are overly lenient or where there is low parental involvement in their lives.

### EMOTIONAL FACTORS

Some youth who bully:

- May have been bullied in the past or currently.
- Have feelings of insecurity and low self-esteem, so they bully to make themselves feel more powerful.
- Do not understand other’s emotions.
- Don’t know how to control their emotions, so they take out their feelings on other people.
- May not have skills for handling social situations in healthy, positive ways.

### SCHOOL FACTORS

Some youth who bully:

- May be in schools where conduct problems and bullying are not properly addressed.
- May experience being excluded, not accepted or stigmatized at school.

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## A letter from SOUTHERN HANCOCK SCHOOLS

**T**he Community School Corporation of Southern Hancock County is working hard to create a culture of kindness in our schools and in our community. The safety and well-being of every student is always our number one priority.

Bullying and anti-bullying tools are an important part of the curriculum we teach in our classrooms each day. Students receive instruction on different aspects of bullying prevention, such as defining bullying, how to report bullying, and how to intervene and diffuse a bullying situation. CSCSHC staff and administrators also receive training on how to identify, investigate and stop bullying situations.

New Palestine High School has a student club called Bring Change 2 Mind, which advocates for student mental health, well-being and improving the culture of our schools. Students advocate with their peers to share a message of kindness, acceptance and that bullying will not be tolerated here.

Our goal in Southern Hancock Schools is to prevent bullying behaviors before they start. When they do happen, they are taken seriously. Anonymous reporting is available on every school's website and on the Southern Hancock mobile app. Students can complete a bullying report form for themselves or another victim. These reports are investigated immediately, and appropriate actions are taken to keep our students safe. Our schools have instituted a number of positive behavior programs to reward kindness and good citizenship to encourage more of these behaviors. We know we are all responsible for putting an end to bullying. If you see bullying take place, don't be a bystander. Help the victim and report the behavior right away to a staff member or administrator. Together, we can be #newpalsproud of our culture of kindness!

Dr. Lisa Lantrip



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**SPECIAL CONCERNS WITH CYBERBULLYING**

With the prevalence of social media and digital forums, comments, photos, posts and content shared by individuals can often be viewed by strangers as well as acquaintances. The content an individual shares online – both their personal content as well as any negative, mean or hurtful content creates a kind of permanent public record of their views, activities and behavior. This public record can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs and others who may be researching an individual now or in the future. Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it.

Cyberbullying has unique concerns in that it can be:

**PERSISTENT** – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

**PERMANENT** – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment and other areas of life.

**HARD TO NOTICE** – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.

# What Is Cyberbullying?

Cyberbullying is bullying that takes place over digital devices like cell phones, computers and tablets. Cyberbullying can occur through SMS, Text and apps, or online in social media, forums or gaming where people can view, participate in or share content. Cyberbullying includes sending, posting or

sharing negative, harmful, false or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

*The most common places where cyberbullying occurs are:*

- Social media, such as Facebook, Instagram, Snapchat and TikTok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging and online chatting over the internet
- Online forums, chat rooms and message boards, such as Reddit
- Email
- Online gaming communities



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## A letter from EASTERN HANCOCK SCHOOLS

**T**here is a noticeable source of pride that exists within the Eastern Hancock community. Among other things, our Royal Pride stems from the unique, family-like environment that comes from being small enough to fit on one campus and under one roof. This small-school feel and sense of community has so many benefits!

From a young age, students learn to look after each other and treat others like they would want to be treated. They also learn to view school as a place where they are safe and comfortable. However, as is the case everywhere, conflict happens. Most of the time unpleasant exchanges between students do not rise to a level where they would be considered “bullying.” However, we know that bullying sometimes happens, and we are committed to addressing it when it occurs.

Eastern Hancock provides learning opportunities to help students and staff understand how to properly identify the various forms of bullying. We also provide training for how

individuals should go about reporting bullying. Opportunities to anonymously report bullying are provided, and incidents of suspected bullying are taken very seriously when reported. Most importantly, we work hard to create a culture of kindness at Eastern Hancock that allows us to prevent many bullying behaviors before they start.

The qualities that attracted me to Eastern Hancock as a new superintendent are the same things that attract a growing number of families to choose EH each year. As parents, we all want to send our students to school knowing they are looked after and loved by the adults in charge of caring for them during the school day. We want them to make friends, be involved and love their school experience. We also want them to feel successful each day, and acquire the knowledge and attributes they will use as successful adults.

October is a month where we are extra mindful of bullying, but these things happen at Eastern Hancock every day!



**EASTERN HANCOCK COUNTY  
COMMUNITY SCHOOL  
CORPORATION**

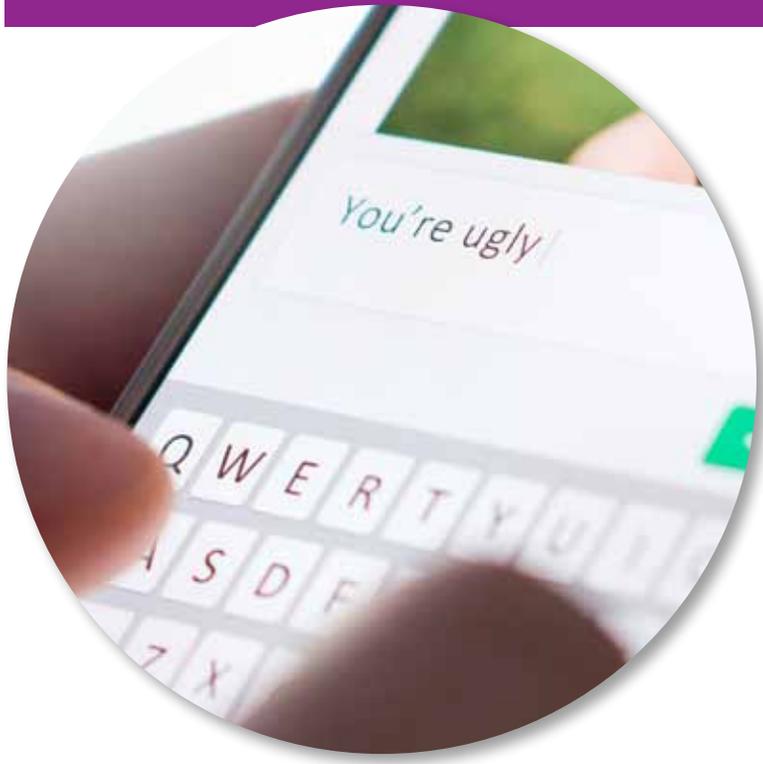
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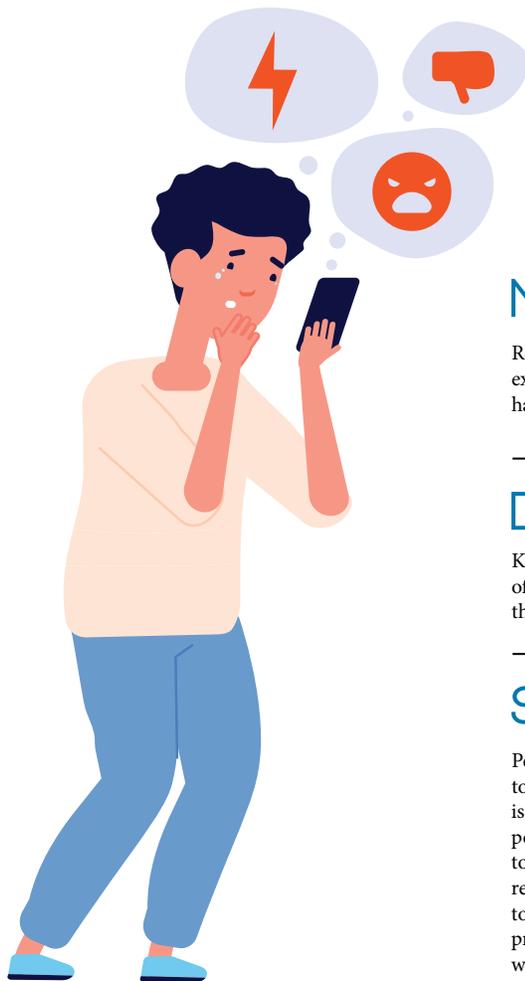
**[www.easternhancock.org](http://www.easternhancock.org)**





# What to Do When CYBERBULLYING Happens

If you notice warning signs that a child may be involved in cyberbullying, take steps to investigate that child's digital behavior. Cyberbullying is a form of bullying, and adults should take the same approach to address it: support the child being bullied, address the bullying behavior of a participant and show children that cyberbullying is taken seriously. Because cyberbullying happens online, responding to it requires different approaches. If you think that a child is involved in cyberbullying, there are several things you can do:



## NOTICE

Recognize if there has been a change in mood or behavior and explore what the cause might be. Try to determine if these changes happen around a child's use of their digital devices.

## DOCUMENT

Keep a record of what is happening and where. Take screenshots of harmful posts or content if possible. Most laws and policies note that bullying is a repeated behavior, so records help to document it.

## SUPPORT

Peers, mentors and trusted adults can sometimes intervene publicly to positively influence a situation where negative or hurtful content is posted about a child. Public Intervention can include posting positive comments about the person targeted with bullying to try to shift the conversation in a positive direction. It can also help to reach out to the child who is bullying and the target of the bullying to express your concern. If possible, try to determine if more professional support is needed for those involved, such as speaking with a guidance counselor or mental health professional.

## TALK

Ask questions to learn what is happening, how it started and who is involved.

## REPORT

Most social media platforms and schools have clear policies and reporting processes. If a classmate is cyberbullying, report it to the school. You can also contact app or social media platforms to report offensive content and have it removed. If a child has received physical threats, or if a potential crime or illegal behavior is occurring, report it to the police.

**stopbullying.gov**

## A letter from GREENFIELD-CENTRAL SCHOOLS

October is National Bullying Prevention Month, and many schools throughout the United States increase their efforts in awareness at this particular time of the school year. In Greenfield-Central specifically, we strive to create and maintain a “bully-free environment” throughout the year, not simply during this month. Therefore, we take a number of deliberate steps to control the factors we can control to achieve this objective.

First and foremost, all staff members are trained to recognize the various forms of bullying, how to respond when it occurs, and how to be proactive in establishing routines to eliminate (or significantly reduce) these types of unwanted behaviors in the school setting. We are very clear about our expectations, and we remind our faculty and staff about them on a regular basis.

Specific to our students, they hear a consistent message in our schools that focuses on acceptance, inclusiveness and being cordial to their peers. This message is posted in student handbooks and in various places throughout our schools. It is reinforced by teachers in all classrooms, and students are given opportunities to provide input and seek guidance in this area from a number of trained staff members.

Beyond these general measures, our schools have many other things in place to help us achieve our goal for a positive school climate for all students throughout the year:

- Students are rewarded for positive, inclusive behavior.
- Classroom activities related to the topic of bullying are conducted periodically.
- Guest speakers and convocations are used as a resource to promote healthy

social relationships among students.

- An anonymous bullying report system is in place on the corporation website.
- All reports of bullying are investigated by professional staff.
- Video surveillance cameras are in place in hallways and all school buses.
- Guidance counselors, social workers and school resource officers support students and staff with preventive strategies for students.
- Social workers include presentations on friendship and how to build healthy relationships with other people as a strategy to reduce bullying.
- Cyber-bullying is addressed in our digital citizenship curriculum for all students in grades 6-12.

In Greenfield-Central, we want all of our students to have a positive experience in our schools.

Of course we want our students to grow academically, socially, emotionally and physically during the thirteen years that we have them in our care. In order for that to happen at an optimal level, students must feel safe, supported and valued at every step of the venture.

On behalf of the entire Greenfield-Central faculty and staff, you have our commitment to help each student in their educational journey, and that is why we support awareness of this national event.

Yours in education,  
Dr. Harold E. Olin

## GREENFIELD-CENTRAL SCHOOLS....

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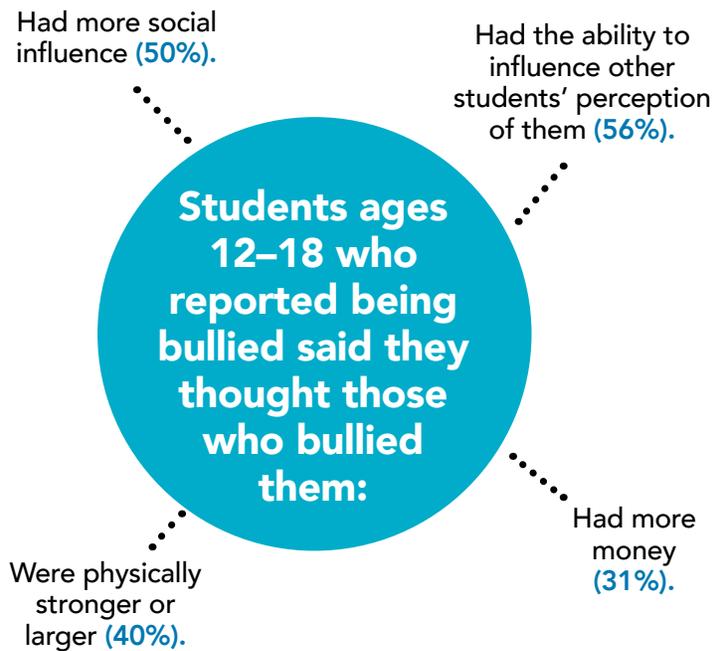
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# Bullying **FAST FACTS**

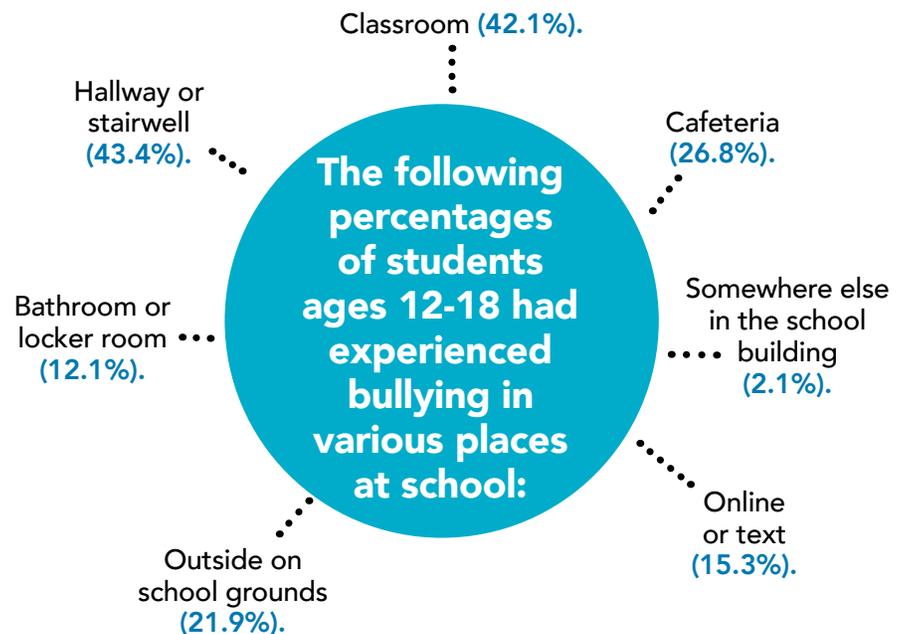
## HOW COMMON IS BULLYING?

About 20% of students ages 12-18 experienced bullying nationwide.

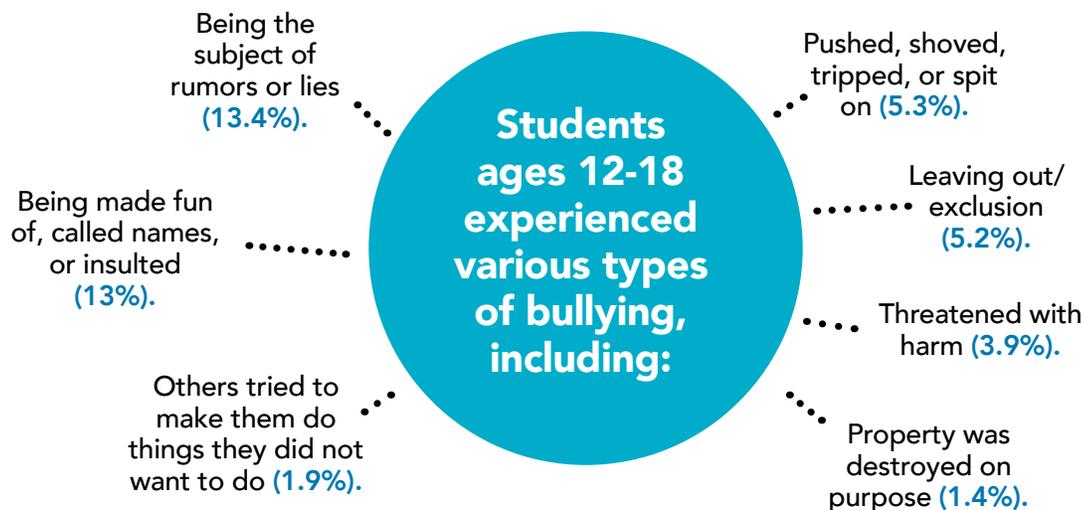


## BULLYING IN SCHOOLS

Nationwide, 19% of students in grades 9-12 report being bullied on school property in the 12 months prior to the survey.



## TYPES OF BULLYING



Approximately 46% of students ages 12-18 who were bullied during the school year notified an adult at school about the bullying.

Among students ages 12-18 who reported being bullied at school during the school year, 15% were bullied online or by text.

An estimated 14.9% of high school students were electronically bullied in the 12 months prior to the survey.

## A letter from MT. VERNON COMMUNITY SCHOOLS

At Mt. Vernon Community School Corporation, we recognize that receiving an education should be an enjoyable, safe experience for all kids. We constantly work hard to provide a healthy learning environment for all our students — from preschoolers to high school seniors.

In order to create a positive classroom experience where students feel safe, we support students with learning the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Empathy is one of the most important and valuable emotional skills that we aspire to teach our students. This trait is crucial for kids to learn at a young age in order to form healthy relationships now and in the future. One of the ways Mt. Vernon is instilling positive behaviors is by using proactive strategies with a program called Trust-Based Relational Intervention (TBRI®).

Our staff members consistently set examples of kindness, respectfulness and selflessness, and strive to set students up for social and academic success in both the present and the future. Mt. Vernon strives to instill a love of learning in a safe environment, while teaching students how to have healthy relationships and that being a bully isn't

ever the solution.

Additionally, we make sure all students know that Mt. Vernon teachers' and guidance counselors' doors are always open for any students who are experiencing or witnessing bullying.

Bring Change 2 Mind (BC2M) is a club formed at Mt. Vernon, which is dedicated to spreading awareness about mental health, showing kindness and creating an atmosphere of inclusion. This initiative not only counteracts bullying, but prevents it from the start. This is just one example of how our students are willing to work together to take down bullying with kindness.

At Mt. Vernon, anti-bullying isn't simply a month-long initiative. We work all year long to support our students and maintain an anti-bully atmosphere, where no student is left behind. We endeavor to create a climate of acceptance, dignity and value for each of our students.

Sincerely,

Dr. Jack Parker,

MVCSC Superintendent





# Respond to Bullying

## STOP BULLYING ON THE SPOT

*When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. There are simple steps adults can take to stop bullying on the spot and keep kids safe. Do:*

- Intervene immediately. It is ok to get another adult to help.
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

## AVOID THESE COMMON MISTAKES:

- Don't ignore it. Don't think kids can work it out without adult help.
- Don't immediately try to sort out the facts.
- Don't force other kids to say publicly what they saw.
- Don't question the children involved in front of other kids.
- Don't talk to the kids involved together, only separately.
- Don't make the kids involved apologize or patch up relations on the spot.

## GET POLICE HELP OR MEDICAL ATTENTION IMMEDIATELY IF:

- A weapon is involved.
- There are threats of serious physical injury.
- There are threats of hate-motivated violence, such as racism or homophobia.
- There is serious bodily harm.
- There is sexual abuse.
- Anyone is accused of an illegal act, such as robbery or extortion — using force to get money, property or services.

All states have anti-bullying legislation. When bullying is also harassment and happens in the school context, schools have a legal obligation to respond to it according to federal laws. [stopbullying.gov](http://stopbullying.gov)

**STOP BULLYING**

**BE A BUDDY, NOT A BULLY.  
STAND UP TO BULLYING.**



*This message brought to you by the McCordsville Police Department*



# HANCOCK COUNTY SHERIFF'S OFFICE SUPPORTS A BULLY FREE ZONE

**BULLYING**

## DON'T STAND BY STAND UP - STAND STRONG - STAND TOGETHER

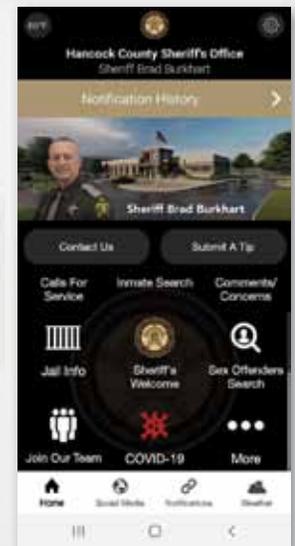
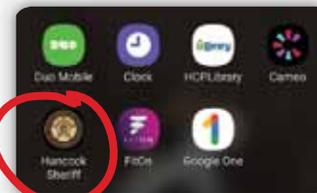
Helpful hints from  
the Hancock County  
Sheriff's Office

Administration Phone:  
317-477-1147

Drug Tip Line:  
317-477-DRUG



COMING SOON!  
The Hancock County  
Sheriff's App



Sheriff Brad Burkhart

