



REFRESHING RECESS NEWSLETTER WEEK #6

Bullying Prevention during Recess
(For Recess Supervisors)

● What is Bullying?

Bullying is an act of intentional aggression carried out repeatedly over time and occurring within a relationship characterized by an imbalance of power.

● Three Major Types of Bullying Include:

- Direct bullying: physical acts of aggression (e.g., hitting, pushing) or verbal (e.g., taunting, name calling, malicious teasing)
- Indirect bullying: characterized by one or more forms of relational aggression (e.g., peer exclusion, spreading rumors, manipulating friendships to hurt the victim)
- Cyberbullying: threatening or hurtful messages or images being sent using an electronic device (e.g., cell phone, computer)



CHECK THIS OUT!

- **Bullying Prevention: Tips for Teachers, Principals, Parents:** <http://www.edutopia.org>
- **Stopbullying.gov** website: All of the materials are user-friendly. Check out the special kids section, 'What Kids Can Do' for kid-friendly resources
- **Pacer's National Bullying Prevention Center.** Excellent resources!
- **H.E.R.O. (Help Everyone Respect Others):** Excellent resources for elementary, middle and high school.
- **Bully Prevention in Positive Behavior Support –Elementary and Middle School Manuals**

Do the 'High Five'



● Did you Know?

- About 1 in 3 students ages 12–18 years report being bullied during the past year, with peak ages being 11–13. Forty-nine states have passed anti-bullying laws (www.bullypolice.org).
- 87% of principals reported that the majority of discipline-related problems occurred outside of class time with 89% at recess or lunch (Gallup poll, 2009).
- Fewer behavior problems occur during recess when recess supervisors actively monitor interactions, engage positively with students, and offer enjoyable activities and playground props (Rusby, Taylor & Johnson-Shelton, 2006).
- Teaching supervisors how to actively supervise recess by preventing behavior problems and promoting positive social interaction decreases problem behaviors during recess (Lewis, Colvin & Sugai, 2000).

● What Should Schools Do?

- Use a whole-school approach to address bullying. Bullying is everyone's business.
- Train teachers and recess staff strategies how to actively supervise students – to prevent problem behaviors and promote positive social skills.
- Increase adult supervision. Most bullying happens when adults are not present, so make sure adults are “visible and vigilant” during recess and in hallways, stairwells, cafeterias and locker rooms.
- Promote an enriching recess environment with a variety of games to choose from and interactive recess supervisors
- Teach children appropriate social skills and conflict resolution strategies.

● Talking Points!

- Clearly state the behavioral expectations and rules. Hold an assembly about recess rules, expectations, and activities at the beginning of the school year and half-way through the year. Educate students about bullying and bully prevention.
- Use active supervision! Recess supervisors move around the entire recess environment and avoid standing together and talking. Divide up the areas and make sure each area has an adult monitor circulating to praise positive behaviors and help solve problems that might arise.
- Be vigilant! Look out for students who seem upset or are alone – check in with them, show sincere interest, and listen.
- Treat students with warmth and respect. Let them know that you are available to listen and help them.
- Talk to students and take an interest in their social life. Ask about friendships and what they do out of school. Look out for the loner!
- Identify blind spots - places on the playground where bullying might occur and make adjustments to play areas that are not as visible or out of hearing range.
- Designate certain areas for particular games (e.g. jump rope, 4-square) to alleviate scuffles over space.
- Establish a method of communication between recess supervisors to call for additional support when needed (e.g., hand held radios, whistles)
- Provide adult-guided activities on the playground.
- Learn to distinguish between normal conflict and bullying.
- Focus on friendships! Having high-quality friendships, or at least one good friend, can help prevent children from being a victim of bullying. Children who have friends tend to be more sociable, self-confident, cooperative, and emotionally supportive than those without friends.





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● What to do when Bullying Occurs

- Teach children appropriate ways for standing up to a bully, such as (1) stand tall with hands at side; (2) take a deep breath and let it out slowly; (3) maintain eye contact; and (4) speak in a calm, clear, and confident voice.
- During the bullying incident:
 - Intervene immediately, even if you're not sure it's bullying.
 - Respond calmly but firmly. Describe the bullying behavior observed and why it is unacceptable; indicate the bullying must stop.
 - Praise any helpful bystanders.
 - Stick around to ensure the bullying has stopped
- Follow up after the bullying incident:
 - Inform appropriate staff. Follow procedures at your school. Parents must be informed.
 - Record the incident.
 - Check in with the student who was bullied to ensure that the bullying has stopped and that he/she is doing OK emotionally. Reinforce strategies to prevent further bullying (see above)
 - Ensure that the bully is aware of what he/she did wrong, how it affects others and that the behavior will not be tolerated. Assist the bully in apologizing with the victim.



Center for the Study and Prevention of Violence (2008). An overview of bullying [Fact sheet]. Retrieved from <http://www.colorado.edu/cspv/publications/factsheets/safeschools/FS-SC07.pdf>

Gallup Poll. (2009). Fenton/NAESP principal survey: November 2009. <http://www.playworks.org>

Lewis, T.J., Colvin, G., & Sugai, G. (2000). The effects of pre-correction and active supervision on the recess behavior of elementary students. *Education and Treatment of Children*, 23, 109-121.

Rusby, J. C., Taylor, T. K., & Johnson-Shelton, D. (2006). The playground atmosphere rating (PAR): Examining the extent to which adult supervision and physical features of the playground are associated with first grade student behavior. *Persistently Safe Schools 2006: Collaborating with Students, Families, and Communities*, 35-48.

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