# Downloadable Tools from Bullying Leads To Hazing

# About These Tools

The tools in this section were developed to bring the concepts of **Bullying Leads To Hazing** book to life — to help educators, parents, and school leaders turn awareness into action. To help guide you to find the tools, there are chapter references in the book.

Each one is grounded in real-world experience, trauma-informed practice, and the emotional truths explored throughout these chapters. While inspired by proven prevention strategies, every tool is original and uniquely tailored to support the themes, voices, and values woven into this book.

You won't find these tools in any off-the-shelf program. They were designed to fit the reality of classrooms, cafeterias, locker rooms, and everyday life. They are flexible, practical, and intended for real use — whether you're starting a conversation, guiding a student, planning a workshop, or changing school culture one small step at a time.

These tools are yours to use, adapt, and share — with attribution, when appropriate. Together, they form a foundation for action, reflection, and lasting change.

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- Print individual tools for classrooms, small groups, or one-one-guidance.
- Share chapter-based PDFs with colleagues to focus on specific needs.
- Use the Complete Tool Set as your master reference for schoolwide planning

## Downloadable Tools from Bullying Leads To Hazing

# \* Chapter 9: When They Speak

Responding When a Student Speaks Up —or Can't
Restorative Practices: Real Accountability Without Shame
Strengthening the System: Prevent the Next Incident



Chapter 9: When They Speak

## Responding When a Student Speaks Up —or Can't

#### A Step-by-Step Guide for School Staff

#### Purpose:

To help adults respond quickly, thoughtfully, and effectively when a student experiences or reports harm, or when silence signals something's wrong.

#### **Step 1: Prioritize Immediate Safety**

- Remove the student from any harmful setting (e.g., seat reassignment, hallway break, counseling office).
- Speak in private. Never interrogate in front of peers.
- Let them know: "You're not in trouble. I just want to understand and help."

#### **Step 2: Set Boundaries of Privacy**

#### Script:

"I'll keep this as private as I can, but there are some things I may need to share so we can get you support. I'll explain everything before I do."

#### Clarify:

- What can stay between you and the student
- What must be reported (e.g., safety concerns, Title IX, mandated reporting)

#### **Step 3: Document Clearly and Respectfully**

Use neutral, specific language:

- "Student reported being pushed and called names between 3rd and 4th period."
- Avoid loaded terms like "dramatic," "sensitive," or "just teasing."

#### Include:

Time, location, people involved

- Student's exact words when possible
- Emotional tone (crying, withdrawn, confused)

#### **Step 4: Engage the Right Support Network**

Notify and involve:

Role	How They Help
Parents/Guardians	Provide emotional support and context
Counselors	Help students process and rebuild
Teachers	Spot patterns or triggers in class
Other Staff	Bus drivers, aides, coaches may offer key insights
The Student	Involve them in decisions about support and next steps

#### **Step 5: Offer Continued Support Options**

- Daily check-ins with a trusted adult
- Journaling or anonymous reflection prompts
- Peer support groups (with adult guidance)
- Structured emotional regulation time (break passes, mindfulness moments)

#### Reminder:

Every response is a message: "You are seen. You are heard. You are not alone."

# **Restorative Practices: Real Accountability Without Shame**

#### Purpose:

To shift school culture from punishment-based discipline to restorative responses that promote growth, healing, and student agency.

#### **Restorative Response Principles**

Do This	Not That
Focus on <b>impact</b>	Avoid focusing only on rule-breaking
Invite honest dialogue	Don't pressure apologies
Ensure voluntary participation	Avoid forced sessions
Train trusted <b>facilitators</b>	Don't "wing it" without structure

#### **3 Core Restorative Tools**

#### 1. Restorative Circles

 Structured discussion including the student who caused harm, the student harmed, peers, and adult facilitator(s)

Focus: understanding harm, taking responsibility, planning repair

#### 2. Guided Dialogue

- 1-on-1 or small group conversation facilitated by a counselor or trained staff member
- o Focus: clarity, empathy, and forward planning

#### 3. Peer Mediation

- Trained peer mediators lead conversations (with adult supervision)
- o Focus: peer relationships, miscommunication, and resolution

### Sample Prompts for Restorative Dialogue

- "What happened from your perspective?"
- "Who was affected, and how?"
- "What do you need to feel safe or heard now?"
- "What can be done to repair the harm?"
- "What would you want to hear if the roles were reversed?"

#### **Checklist for Facilitators**

- Have both parties agreed to participate voluntarily?
- Has the student who caused harm reflected on their behavior?
- Have boundaries and safety protocols been established?
- Is follow-up planned and documented?

#### **Closing Reminder:**

Accountability is not about shame — it's about seeing the harm, owning the impact, and building something better.

## Strengthening the System: Prevent the Next Incident

#### Purpose:

To help school teams reflect on existing prevention strategies, identify gaps, and implement data-informed improvements.

#### **Quarterly Prevention Review Template**

#### A. Program Audit Questions

- Which bullying prevention programs are currently in place?
- Who leads them? How often are they delivered?
- Are we seeing measurable outcomes?

#### **B. Inclusivity Check**

- Are all student identities represented in our materials, training, and examples?
- Have we included students with disabilities, LGBTQ+ students, and students of color in the planning process?

#### C. Staff Feedback Loop

- What challenges are teachers facing in identifying or responding to bullying?
- Do staff feel confident using restorative strategies?

#### Student & Family Feedback Tools

Tool	How to Use
Anonymous Surveys	Distribute 2x/year via advisory or homeroom

Focus Groups	Host optional sessions by grade or identity group
Listening Walls	Post questions in hallways for anonymous sticky note answers
Check-In Cards	"I feel safe when / I feel unsafe when" for advisory use

#### **Data to Track Quarterly**

- Number of bullying reports filed
- Locations of most reported incidents
- Student confidence in reporting (via surveys)
- Rate of repeated incidents involving the same students/groups
- Participation in upstander or empathy-building programs

#### **Sample Questions to Guide Reflection**

- What's getting better?
- What still feels stuck?
- Where are we waiting too long to act?
- Whose voices aren't in the room and why?

#### **Closing Insight:**

Bullying isn't just an event — it's a pattern.

Prevention isn't a one-time training — it's a living system.

And every review is a chance to make the system stronger.