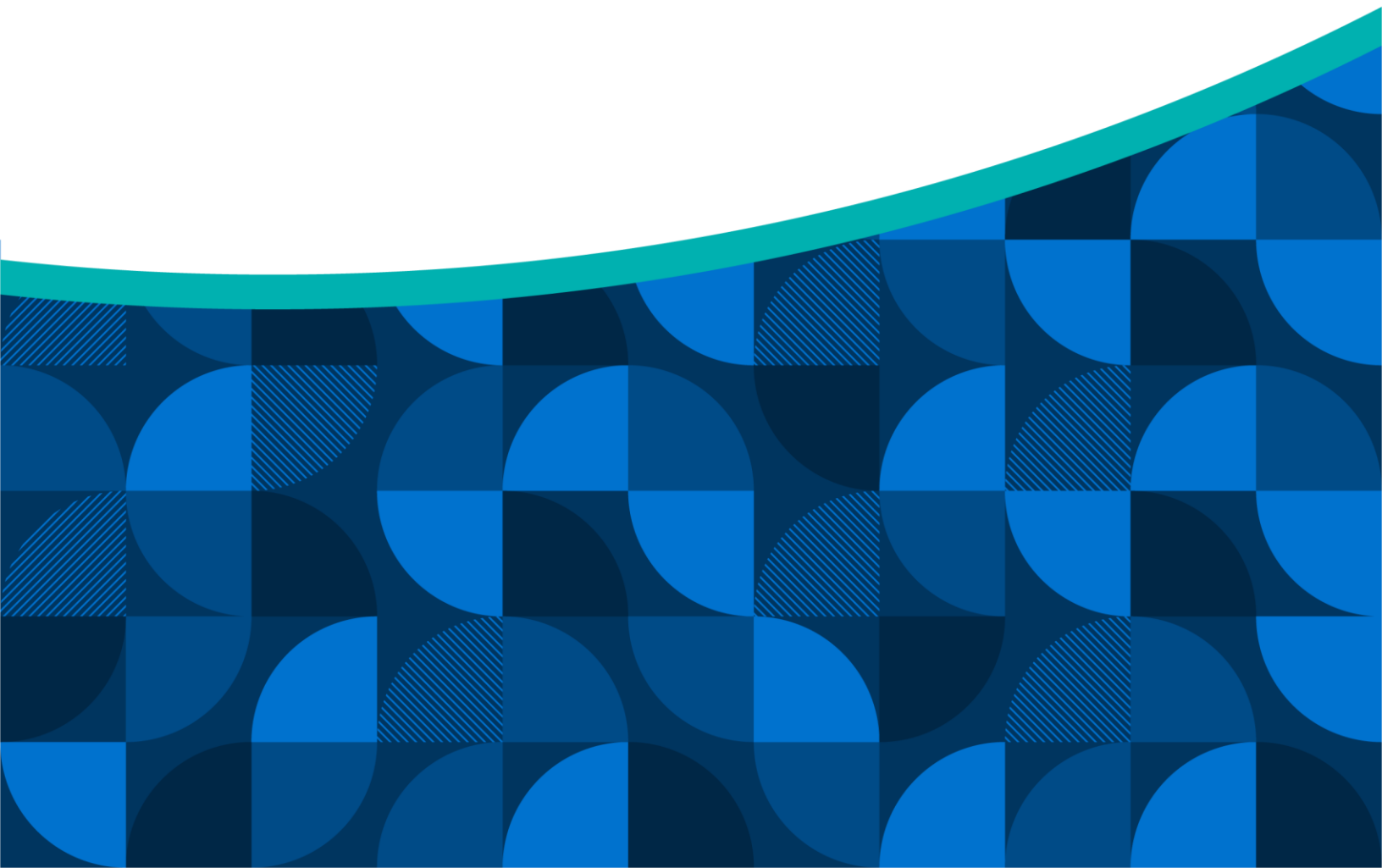




# **Enhancing Students' Psychological and Physical Safety**

Safe Resource Toolkit



# District Leadership Forum

## Project Director

Olivia Rios

## Contributing Consultants

Madison Watts

Sarah Woll

## Executive Director

Scott Fassbach

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## These Tools Address the Following Diagnostic Activities:

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- ☐ Our school respects and embraces the voices, perspectives, and differences of students of all identities (e.g., race, ethnicity, culture, language, sexual orientation, gender, socioeconomic status, disability, religion).
- ☐ Our teachers and/or staff use equitable grading practices (i.e., not penalizing students for late work, missed assignments, or lack of participation if they can demonstrate subject mastery).
- ☐ Our school includes non-academic performance (e.g., behavior, effort, cooperation) in addition to and separately from academic performance on report cards.
- ☐ Our teachers and staff follow safety protocols and emergency plans (e.g., severe weather procedures, lockdown procedures, medical emergency procedures, etc.) to keep all staff and students physically safe.
- ☐ Our teachers and/or staff encourage students to share alternative viewpoints in class discussions/healthy discourse.
- ☐ Our teachers and/or staff create consistent and predictable routines (e.g., attendance, morning meeting, brain breaks, etc.) expectations, and procedures for students.
- ☐ Our teachers and/or staff at my school appropriately intervene when incidents of bullying occur to ensure student safety.
- ☐ Our school maintains a formal procedure to report bullying when it occurs that is used by school staff, students, and parents/guardians.

# Psychological Safety 101

Use this page to learn more about what psychological safety means and the steps teachers can take to help promote psychological safety in their classrooms.

## What Is Psychological Safety?



**Psychological safety refers to the emotional and mental well-being of students within an educational environment.** Students must feel able to take interpersonal risks (e.g., expressing differing opinions, giving feedback, etc.) and be provided consistent and predictable routines to feel psychologically safe at school.

## Creating a Psychologically Safe Learning Environment

Dr. Amy Edmondson, professor of leadership and management at Harvard Business School, identified three key steps to creating psychological safety:



### 1. Set the tone in a classroom by acknowledging personal mistakes

By openly acknowledging their own mistakes and demonstrating a growth mindset (a belief that ability is developed over time), teachers create an environment that values learning, effort, and personal development. This can contribute to increased student engagement, confidence, and a positive attitude toward learning from mistakes.



### 2. Collect regular feedback by encouraging student input

Inviting input and collecting feedback from students creates a collaborative classroom environment that promotes mutual respect and continuous growth for both teachers and students. By collecting regular feedback (i.e., weekly), teachers demonstrate that they value the opinions, experiences, and perspectives of their students.



### 3. Earn students trust and respect through collaboration

When working with students, teachers should model the kind of behavior they want them to demonstrate in their interactions with one another. For example, instead of positioning themselves at the front of the room and talking at students for majority of lessons, teachers should consider incorporating open class discussions which foster mutual respect and active listening.

Source: Dr. Caitlin Tucker, "Is Your Classroom a Psychologically Safe Space?", 2021; EAB interviews and analysis.

# Establishing Equitable Grading Practices

## What Is Equitable Grading?

- ▶ Equitable grading is an alternative approach to traditional grading in that it evaluates students only on their level of content mastery (i.e., deep understanding and proficiency in a particular subject area) rather than also evaluating attendance, participation, and homework completion.
- ▶ Equitable grading is a highly effective yet underused strategy that is proven to improve student grades and minimize grading biases. **This guide is meant to help school leaders shift their school's grading policies be more equitable and guide their teachers to promote psychological safety in their grading practices.**

## Why Adopt Equitable Grading?

- 1 Equitable grading **promotes psychological safety** by keeping student evaluations and scoring more objective and less prone to unconscious biases (e.g., cultural misconceptions, perceived capability due to disability, etc.)
- 2 School leaders can proactively **signal a clear commitment toward Diversity, Equity, Inclusion, and Justice (DEIJ)** by training teachers to remove non-academic factors, such as homework completion, from their grading practices. Grading on homework completion rewards students with resources (e.g., quiet space and internet at home) and impedes students without those resources. Consequently, teachers can grade more equitably by removing homework completion from their report cards.
- 3 Equitable grading **fosters a growth mindset** (a belief that ability is developed over time) versus a fixed mindset (a belief that ability doesn't change) and presents mistakes as part of the learning process, allowing students to have more intrinsic motivation and self-efficacy.



**40%** Of traditional student grades include non-academic criteria that do not reflect student learning gains

Source: ALN, "What do we mean by 'Equitable Grading'?", 2021; Harvard Graduate School of Education, "Grade Expectations: Why we need to rethink grading in our schools", 2019; NAIS, "Building More Inclusive Communities with Grading for Equity", 2019; EAB, "Why equitable grading policies matter more than district leaders may think" 2021; UIC, "Equitable Assessments & Grading Practices", 2022; EAB interviews and analysis.

# Establishing Equitable Grading Practices (Cont.)

## What Comprises Equitable Grading?

The frequently referenced and highly acclaimed book *Grading for Equity* by Joe Feldman outlines three pillars of equitable grading:



### Accuracy

- Grades should validly and accurately describe a student's level of content knowledge.
- For grades to be accurate, they must be represented using a meaningful scale.

#### Example:

- A 4-point grading scale more accurately reflects levels of skill mastery compared to the 100-point grading scale.



### Bias-Resistance

- Bias-resistant grading policies are based on evidence of learning, not items that reflect a student's behavior or environment.
- For grades to be bias-resistant, teachers cannot reward students with privilege (e.g., racial, socio-economic, gender) nor penalize students without privilege.

#### Example:

- Offering extra credit for non-academic work benefits students who have the time to complete that extra work.



### Motivation

- Grades should encourage students to strive for academic success, accept struggles and setbacks, and gain critical lifelong skills.

#### Examples:

- Setting the lowest score at 50% instead of 0 motivates students to improve their grade over time and rewards partial effort.
- Teachers can emphasize a growth mindset by allowing a test retake to reward learning rather than penalize learning.

## Reevaluate What Course Grades Are Really Assessing

This example shows two students in the same classroom, that perform the same on tests, and that both meet expectations on state assessments. However, one student is struggling to turn in homework on time and engage in the class discussion, and the other is not. Consequently, they end up with very different grades on their report card:

| Student 1           |                    | Student 2           |                    |
|---------------------|--------------------|---------------------|--------------------|
| Test and Quizzes    | 80%                | Test and Quizzes    | 80%                |
| State Assessment    | Meets expectations | State Assessment    | Meets expectations |
| Homework Completion | 50%                | Homework Completion | 100%               |
| Class Participation | 40%                | Class Participation | 90%                |
| FINAL GRADE:        | C-                 | FINAL GRADE:        | B+                 |

Averaging academic and non-academic performance together isn't an accurate portrayal of a student's content mastery.

Source: Education Next, "Time to Pull the Plug on Traditional Grading?", 2022; Joe Feldman, "Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms", 2018; EAB interviews and analysis.

# Six Ways to Become a More Equitable Grader

Use the actions below to align your school's grading systems to be equitable for all students. If possible, set the goal for teachers in the building to incorporate at least two new criteria into their grading policy in the coming year. Changing the traditional grading system can be a challenging and lengthy process, so be sure to give teachers time to adjust and adapt.

## **Provide Training on Equitable Grading Prior to Implementing Practices to Gain Buy In**

Before teachers and staff adapt these steps, ensure they understand the why behind equitable grading. Reserve at least two training opportunities around equitable grading prior to asking teachers to implement any of the actions below, either during Professional Learning Communities (PLCs) or existing teacher Professional Development (PD) days.

- ▶ Use PD resources from [Grading for Equity](#) to help scale consistent, equitable grading practices across all classrooms in your school and share the information on the previous pages with teachers and staff to explain why this is important.

## **1 Allow students to retake tests**

Allowing test retakes provides students more chances to succeed. Think of test retakes to help students improve and learn from their mistakes, which will also increase retention of the test material and emphasize a growth mindset.

- ▶ Consider starting this process by allowing one retake per student per test and change the format of the test (e.g., multiple choice to true or false) to ensure students aren't just memorizing the previous test and regurgitating the information.

## **2 Stop assigning zeros for missing, late, or inadequate assignments**

A zero is damaging to a student's GPA as well as their psychological safety. There are many factors that contribute to a student missing or doing poorly on an assignment (e.g., after-school jobs, babysitting younger siblings) and teachers should offer support and compassion to encourage their students to communicate openly about their challenges with meeting deadlines or comprehending material.

- ▶ Set the lowest possible grade for any assignment or test to 50% to give students who may be struggling the motivation to improve their grade over time and reward partial effort.

## **3 Require teachers provide students at least two opportunities to demonstrate mastery**

Train teachers to assign final grades only after students receive at least two opportunities to demonstrate learning to ensure scores reflect true academic mastery rather than the time it takes for students to get there.

- ▶ Review [Pearson's](#) list of techniques and examples for implementing opportunities for students to demonstrate content mastery that teachers can apply to their classroom.

Source: Joe Feldman, "Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms", 2018. Pearson, "Mastery of learning: what is it and how to implement it?", 2022; Phi Delta Kappan, "Standards-based grading and reporting will improve education", 2015; "Resilient Educator, "How Teachers Can Create an Equitable Grading System", EAB interviews and analysis.

# Six Ways to Become a More Equitable Grader

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## 4 Encourage teachers to calculate final course grades only using academic grades

Set the expectation that teachers should only report scores from academic mastery assignments and omit non-academic factors (e.g., completion, timeliness) to ensure subjective elements—such as behavior and participation—do not interfere with final GPAs. Consider mandating this policy in your school after piloting it for one year.

- Reconfigure teacher grade books to include two sections on student report cards: one for academic grades only reporting learning mastery and one for non-academic performance. Refer to page 30 to get started.

## 5 Stop offering extra credit for non-academic work

Offering extra credit for the sole purpose of boosting grades will not improve student learning, especially when the extra credit offered is unrelated to academics (e.g., donating school supplies, winning a game, etc.) Also, ensure your extra credit opportunities are not offered on a case-by-case basis but are instead equitable and offered to every student.

- Use extra credit opportunities as a motivational tool that correlates with curriculum standards (e.g., allow students to complete a creative project such as a graphic novel or video that summarizes key takeaways from a recent lesson). Refer to [these examples](#) for more inspiration.



### Visit [eab.com](https://eab.com) for Additional Resources on Equitable Grading

[K-12 Equitable Grading Audit](#): Designed to help district leaders and their team benchmark their grading methods against best practices used by exemplar equity-focused districts. Share this with leaders in your district to take even more steps to make your school and district grading policies more equitable.



# Representing Non-Academic Skills in Grades

## Keep Academic and Behavior-Related Grades Separately

Set the expectation that teachers should only report scores from academic mastery assignments and omit non-academic factors (e.g., completion, timeliness) to ensure subjective elements—such as behavior and participation—do not interfere with final GPAs. Consider mandating this policy in your school after piloting it for one year.

## Sample Report Card with Separate Academic and Non-Academic Grades

| Student Name | Language Arts   |        |               |                |             |
|--------------|---|--------|---------------|----------------|-------------|
| Student A    | Academic Grade  | Effort | Participation | Responsibility | Cooperation |
|              | 95%   | 4      | 3             | 2              | 3           |
|              | <i>Comment Excerpt: This student tends to finish work early and can sometimes distract his peers. I encourage him to minimize disruptions and engage in more independent tasks while his classmates finish assignments.</i> |        |               |                |             |

### ► Non-Academic Grading Guide

Students will be rated on the following for each subject area: Effort; Participation; Responsibility; Cooperation

- 4: Consistently
- 3: Sometimes
- 2: Usually
- 1: Rarely

### ► Academic Grading Guide

This includes the average of students' quantitative performance on all academic, summative assignments in this quarter.

- A: 90%-100%
- B: 80%-89%
- C: 70%-79%
- D: 60%-69%
- F: <60%

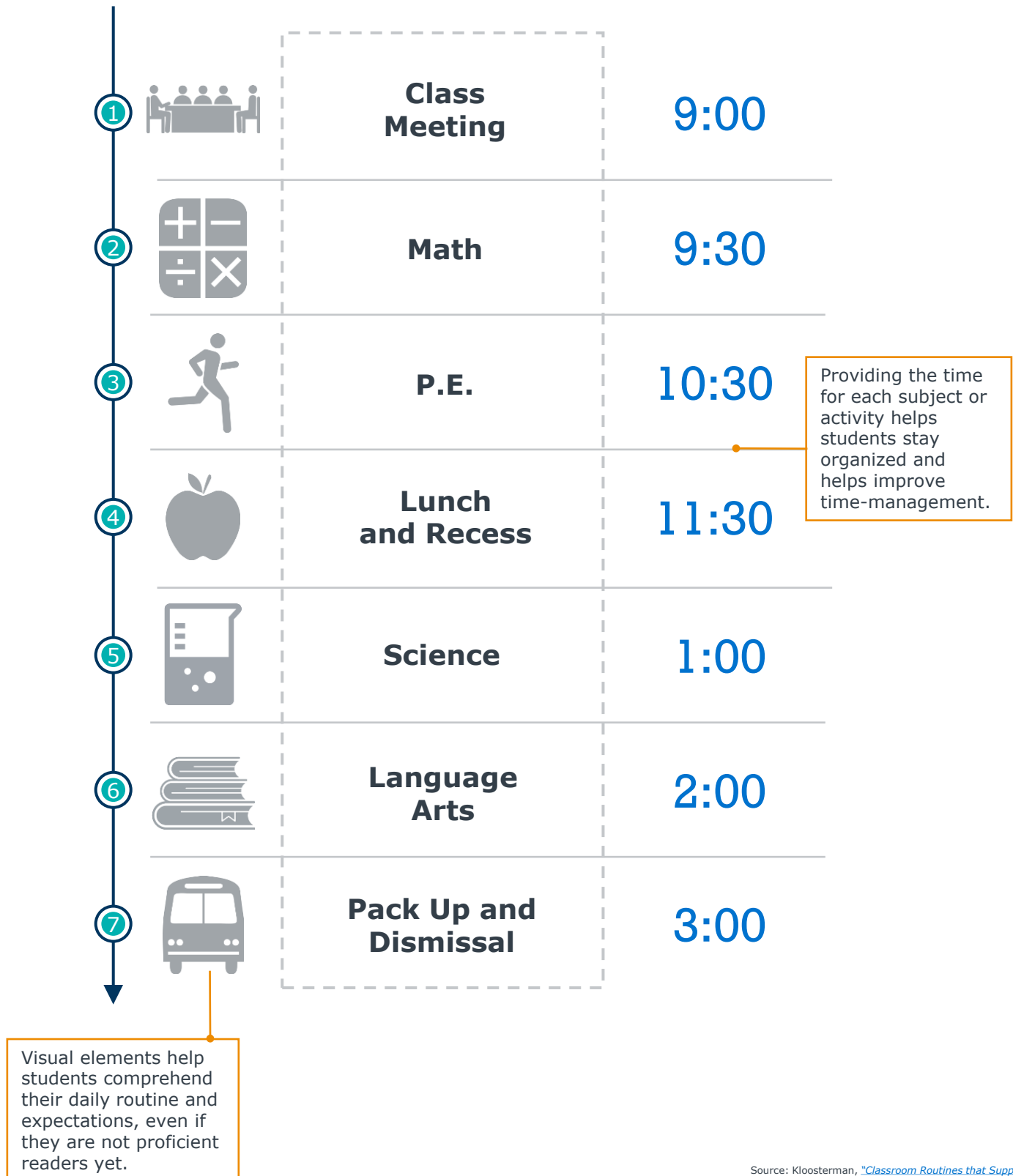
## Schools Must Choose What Non-Academic Skills to Assess

If a school already uses key behavioral skill language, consider using that same language in report cards. Also, coach teachers to evaluate these skills separately within other assignment rubrics and grading scenarios. Review the three samples below on how other schools have included non-academic feedback in report cards separately:

- ❑ *Fulton County Schools, Georgia:* [Grading Policy](#)
- ❑ *Montgomery County Public Schools, MD:* [Learning Skills grades K-5](#)

# Promote Predictability with Visual Classroom Schedules

Encourage teachers to create a visual schedule in their classrooms so students know their days will be predictable and consistent. A sense of predictability can help facilitate thinking, promote student agency, and limit behavioral disruptions.



Source: Kloosterman, "Classroom Routines that Support Students' Voice and Choice," 2023; EAB interviews and analysis.

# Constructive Conversation Facilitation Guide

Encouraging students to openly share their thoughts and opinions fosters a psychologically safe learning environment by validating their perspectives and reducing the fear of judgment.

**Principals:** Offer professional development opportunities for teachers on effective communication and active listening skills. Equip them with the tools to engage in constructive dialogues with students, ensuring that all voices are heard and respected. Then, share this guide with teachers to help them facilitate open and fruitful conversations with your students.

## Three Roles of Teacher Discussion Leaders

### 1 Establish Ground Rules

- ▶ The first step in facilitating an open and constructive classroom conversation is to **set clear and respectful communication guidelines**. Emphasize the importance of active listening and valuing diverse opinions to help students feel comfortable participating from the start.

- See [this example](#) of elementary teacher created rules for classroom discussions and adapt the language as needed to be age appropriate for your students.

### 2 Create an Inclusive and Respectful Environment

- ▶ Foster a culture of respect where every student's voice is valued by encouraging students to address each other by name, actively listen without interrupting, and respond thoughtfully. As the facilitator, make sure you provide sufficient time and space for participants to gather their thoughts and contribute to discussions.

- Print figure 4.13 out from [this blog](#) and put it on the wall in your classroom to remind students of all ages to ask respectful questions that can foster constructive conversation.

### 3 Encourage Participation and Build Confidence Through Diverse Questions

- ▶ Begin the conversation with questions that have no right or wrong answers to lower the perceived risk of participation and help build confidence. Then, incorporate a mix of open-ended questions, hypothetical scenarios, real-world examples, and opinion-based questions to cater to different learning styles and encourage varied responses.

- Review the *"Community Circles Question Guide"* on **page 8** for examples of low-risk, medium-risk, and high-risk questions designed to increase emotional awareness and build connections among students and their peers and teacher.

# Community Circles Question Guide

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Community circles provide a way for educators to build trust, develop relationships, and encourage open communication with their students. These 'circles' promote connection and inclusivity and can give students a starting point of voicing their opinions and curiosities.

Review the increasingly personal, thought-provoking, and perhaps 'risky' questions below. Start with the low-risk ones to build a solid foundation for trust and community. As your group becomes more comfortable, you can use the final questions to dig deeper, build more psychological safety in classrooms, and help students develop and share their own voice.

## Getting Acquainted



- If you could be any animal, what would you be?
- What's your favorite subject in school?
- What do you like to do when you're not at school?
- What's your favorite season?
- What's your favorite movie?

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## Scratching the Surface



- How would your best friend describe you?
- If you had three wishes, what would you wish for?
- What is your greatest hope for the future?
- What's the best advice you've ever gotten?
- What qualities do you look for in a good friend?

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## Digging Deeper



- What is one thing you'd like to change about the world?
- What are you most passionate about?
- What impact do you want to leave on the world?
- Where do you see yourself in 10 years?
- If you could have a conversation with anyone in the world, living or dead, who would you choose?



# **Guide to School Safety Audits**

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# School Safety Audits 101

School safety audits are detailed evaluations conducted to assess the safety and security measures within K-12 schools. Their purpose is to ensure school staff is well prepared to prevent and respond to potential safety risks.

## Essential Elements of Safety Audits



## Assess Interior Safety and Security

Safety audits assess interior safety and security to identify potential risks and areas for improvement (e.g., hazardous materials, accessibility, structural integrity, etc.)



## Review Emergency Preparedness

Ensure crisis plans are robust, updated, and capable of protecting students and staff during challenging situations (e.g., natural disasters, lockdown procedures, medical emergencies).

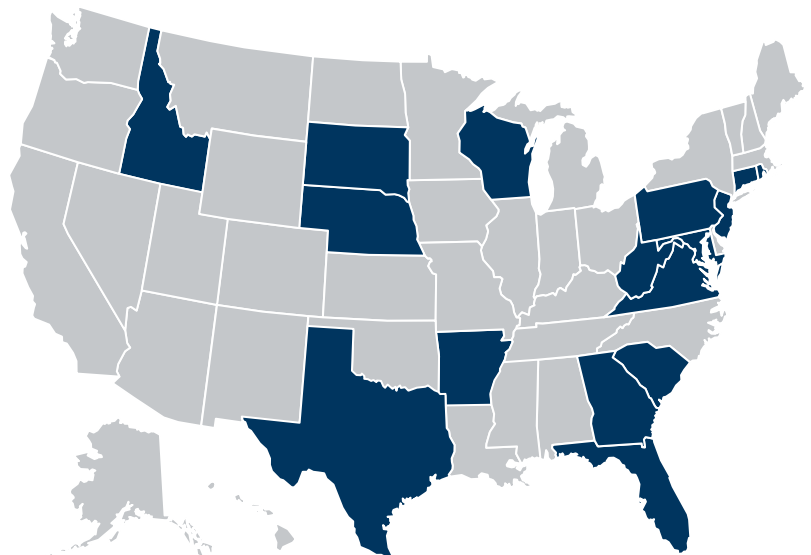


## Evaluate Exterior Safety and Security

Ensures your school building exterior is secure and well-maintained by checking for things such as parking safety, perimeter security, visitor check-in procedures, etc.

## Are They Required?

- ▶ 17 states have statutes that require safety audits of school facilities.
- ▶ These statutes indicate that safety audits must be completed annually, every two years, or every three years depending on the state.
- ▶ View [this report](#) to see if your state requires school safety audits or not and if so, how often they are required.



Consider completing safety audits even if your state isn't listed, especially if this was an area of improvement in your Student Behavior Diagnostic result. **See page 16-17** for guidance on how to initiate the safety audit process in your school.

Source: Education Commission of the United States, "[School Safety Audits](#)", 2022; EAB interviews and analysis.

# Implementing School Safety Audits

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Consider using one of the following methods to implement school safety audits into your school's policies and procedures.

## 1 Create a school-wide safety audit committee

To ensure your building is as safe and secure as possible, consider creating a school-wide safety audit committee to lead implementation of annual school safety audits in your building. If this is not possible in your individual building, see option 2 for district and community-wide implementation guidance.

- ▶ *Identify stakeholders needed for a safety audit committee. Consider including teachers, families, school janitors, SROs, and support staff.*
- ▶ *Determine how often the committee should meet. Consider convening at the start of each school year and at least once during the year to reassess.*

▶ For more robust implementation suggestions, review [this example](#) of an implementation checklist created for state of VA Public Schools as a template you can use to inspire your school's safety audit.

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## 2 Form a district and community-wide safety audit committee

If you need to ensure your school and district safety guidelines are aligned, consider working with your district leaders to form a district and/or community-wide safety audit committee. If possible, bring together diverse stakeholders such as administrators, teachers, parents/guardians, and local law enforcement to lead safety audit implementation in each school in your district.

- ▶ *Consider leveraging your EAB Student Behavior Diagnostic safe condition results to help communicate why safety audits are needed in your district.*
- ▶ *Review existing districtwide emergency policies and procedures and align your school safety audit to these requirements.*

▶ For more information on districtwide implementation see page 6 "District-Wide School Safety Team" in the [Plan Development Resource Packet for Districts and Schools](#) created by the New York State Education Department for guidance on how to develop a district-wide school safety team.

# Sample School Safety Audit

Use this example to inform your school/districts' safety audits. The below example includes an audit checklist of the exterior school building for Delaware public schools.



## School Safety Audit Checklist

Date: \_\_\_\_\_

**Directions:** Use the following checklist to assess the school's strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check 'Yes'), but at a minimal level (check 'Improve'). If the element is missing, check 'No'. If the school plans to implement this missing criteria or function, check 'implement'.



| Yes | Improve | No | Implement | <b>Safety &amp; Security of Building and Grounds</b>   |
|-----|---------|----|-----------|--|
|     |         |    |           | <b>School Exterior and Play Areas</b>  |
|     |         |    |           | <b>Play Areas</b>  |
|     |         |    |           | Play areas are fenced  |
|     |         |    |           | Good visual surveillance of play equipment is possible   |
|     |         |    |           | Vehicular access to play areas is restricted   |
|     |         |    |           | Playground equipment has tamper-proof fasteners  |
|     |         |    |           | <b>Vehicular and Bicycle Parking</b>   |
|     |         |    |           | Visual surveillance of bicycle racks is possible   |
|     |         |    |           | Visual surveillance of parking lots from main office is possible   |
|     |         |    |           | Driver education vehicles are secure   |
|     |         |    |           | Students are issued parking stickers for assigned parking areas  |
|     |         |    |           | Student access to parking area is restricted to arrival and dismissal times  |
|     |         |    |           | All areas of school buildings and grounds are accessible to patrolling security vehicles   |
|     |         |    |           | Student access to parking area is restricted to arrival and dismissal times  |
|     |         |    |           | Parking area has been designated for students who must leave school during regular hours to begin work   |
|     |         |    |           | <b>Security</b>  |
|     |         |    |           | All areas of school buildings and grounds are accessible to patrolling security vehicles   |
|     |         |    |           | There is a central alarm system in the school.   |
|     |         |    |           | High risk areas (office, cafeteria, computer room, music room, shops, labs, etc., are protected by high security locks and an alarm system                   |
|     |         |    |           | Unused areas of the school can be closed off during after school activities  |
|     |         |    |           | There is two-way communication between:<br>___ Classroom and main office<br>___ Duty stations and main office<br>___ Re-locatable classrooms and main office |
|     |         |    |           | Students are restricted from loitering in corridors, hallways, stairwells, and restrooms   |
|     |         |    |           | Students are issued identification badges  |
|     |         |    |           | There are written regulations restricting student access to school grounds and buildings   |





# **Bullying Prevention and Response**

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# Bullying in Schools Is Often Underreported

*Percentage of Students Surveyed in 2014 Who Indicated They Were Bullied*



**61%**

Of students bullied at school did not notify an adult about the incident



**77%**

Of students bullied on the internet did not notify an adult at school about the incident

## Students may be afraid of reporting bullying for many reasons including:

- ▶ Fear of retaliation
- ▶ Embarrassment or shame
- ▶ Lack of awareness of the reporting process
- ▶ Lack of trust in adults
- ▶ Limited communication channels
- ▶ Fear of being labeled as a “snitch” or “tattletale” by peers



If a school doesn't clearly communicate the reporting process or provide accessible reporting channels, students might not know how to report bullying.

## Where Should Schools Post Their Reporting Forms to Be the Most Accessible?

**1**

**School Website**



**2**

**Counselor's Office**



**3**

**Student Handbook**



**4**

**Teachers' Classrooms**



- ▶ See a sample “Bullying Reporting Form” on **page 16** for an example of what to include in your reporting form. Display the reporting form on your school's website, handbook and print/deliver copies to your counselors' offices and classrooms to **ensure the forms are easily accessible for all staff, students, and families.**

Source: OLWEUS, “[Bullying in U.S. Schools 2014 Status Report](#)”; National Center for Educational Statistics, “[Student Reports of Bullying](#)”, 2019; Verywell, “[Why Victims of Bullying Often Suffer in Silence](#)”, 2021; EAB interviews and analysis.





# Sample Bullying Reporting Form

Use this sample bullying reporting form as a guide for things to include in your school's form. Although this form is intended for staff, parents/guardians, and students of all ages to complete, younger students may need assistance. Encourage them to describe the incident in their own words, helping them with writing as needed and reassure them that by speaking up, they're taking a positive step toward addressing and resolving the situation.

|   |   |
|---|---|
| <b>1. Name of Reporter/Person Filing the Report:</b> _____<br><i>This line may be left blank if an anonymous report is being made.</i>  |   |
| <b>2. Check whether you are the:</b>  | <input type="checkbox"/> Target of the behavior <input type="checkbox"/> Reporter (not the target)              |
| <b>3. Check whether you are a:</b>  | <input type="checkbox"/> Student <input type="checkbox"/> Staff Member (specify role)_____                      |
|   | <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Administrator                                 |
| <b>4. Name(s) of witness(es) if known:</b> _____  |   |
| <b>5. Information about the incident:</b>   |   |
| Name of student target: _____   |   |
| Name of alleged student aggressor(s): _____   |   |
| <b>6. Where did the incident(s) happen? (choose all that apply):</b>  |   |
| <input type="checkbox"/> On school property   | <input type="checkbox"/> At a school-sponsored activity or event <input type="checkbox"/> Online/via technology |
| <input type="checkbox"/> On a school bus  | <input type="checkbox"/> Other: _____   |
| <b>7. What best describes what happened? (choose all that apply):</b>   |   |
| <input type="checkbox"/> Teasing <input type="checkbox"/> Social Exclusion <input type="checkbox"/> Retaliation <input type="checkbox"/> Property Damage <input type="checkbox"/> Intimidation <input type="checkbox"/> Sexual Harassment |   |
| <input type="checkbox"/> Stalking <input type="checkbox"/> Physical Violence <input type="checkbox"/> Theft <input type="checkbox"/> Public Humiliation <input type="checkbox"/> Other: _____   |   |
| <b>8. Describe the details of the incident (what occurred, what each person did and said, including specific words used). Please use additional space on back if necessary.</b>   |   |
| <br><br><br><br><br>  |   |
| <b>Signature:</b> _____   | <b>Date:</b> _____  |

# Four Common Types of Bullying

There are many different types of bullying and while some are obvious to spot, others can be more subtle. It is crucial for schools to be knowledgeable about the major types of bullying because this awareness enables effective response strategies. Share this guide with students, staff, and parents/guardians to teach them about the four major types of bullying and how each type of witness should respond appropriately.

|                            |   |  |
|----------------------------|---|--|
| <b>1 Physical Bullying</b> |    | Physical bullying is a form of aggressive behavior in which an individual uses physical force such as hitting, kicking, tripping, pinching and/or pushing to harm another person or damage property.   |
| <b>2 Verbal Bullying</b>   |    | Verbal bullying is when an individual uses verbal language to harm, intimidate, or demean another person. Examples include name calling, insults, teasing, intimidation, homophobic or racist remarks, verbal abuse etc.   |
| <b>3 Social Bullying</b>   |    | Social bullying is when an individual manipulates social relationships to harm, exclude, or isolate another person. Examples of social bullying include spreading rumors, deliberately excluding someone from social groups, damaging someone's social reputation or social acceptance, etc. |
| <b>4 Cyber Bullying</b>    |  | Cyber bullying is intentional and repeated harm inflicted using computers, phones, and other electronic devices. Examples of cyber bullying include harassing comments/texts/emails, hacking, sharing degrading photos of someone without their consent, circulating rumors online, etc.     |

## Verbal Bullying Is the Most Common, as Shared by Surveyed Students

*Percentage of Students Surveyed by National Nonprofit YouthTruth Who Indicated They Were Bullied*

**79%**

Of bullied students reported receiving verbal bullying

**50%**

Of bullied students reported receiving social bullying

**29%**

Of bullied students reported receiving physical bullying

**25%**

Of bullied students reported receiving cyber bullying

Source: National Centre Against Bullying, "[Types of bullying](#)"; YouthTruth, "[Learn from Student Voice: Bullying](#)"; EAB interviews and analysis.

# Set Ground Rules for Staff Bullying Intervention

## 5 Example Staff Intervention Actions

### Do Now

1

#### Stop the Bullying Immediately Using Physical Presence

Use physical proximity (e.g., stand between bullied student and bully/ies) and block eye contact.

2

#### Respond Verbally with Facts and School Guidelines

Do not sort out details with participants. Simply state what you saw and remind all parties that bullying is not acceptable. Reference school bullying language and rules when available.

3

#### Debrief with Involved Parties Separately

- Bullied Student(s): Provide (likely private) support that allows dignity and keeps student(s) safe from retaliation.
- Bully/ies: Impose any required consequences but do not necessarily force an insincere apology in the moment.
- Bystander(s): Share feedback for next time if you notice inaction and provide advice on how they might intervene or seek help next time Offer appreciation if they tried to help.

### Do Later

4

#### Follow School's Reporting Guidelines

Complete the school's bullying report form. Ideally, include notifying colleagues and families of involved participants.

5

#### Provide Ongoing Intervention and Support for Bully and Bullied

Follow up with involved students. Enable both parties to share feelings, explain, and recognize behavior. Connect student(s) with counselors, support staff, and/or other resources as needed.

Sources: Anti-Defamation League, "[10 Ways to Respond to Bullying](#)", 2012; Southern Poverty Law Center, "[Bullying: Guidelines for Teachers](#)"; UNICEF, "[How to talk to your children about bullying](#)"; EAB interviews and analysis.



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