

RECOGNIZING THE SIGNS

Look for clusters of change over time — no single sign proves bullying. Always escalate immediately if a student expresses thoughts of self-harm or suicide.

A student may be TARGETED

- Unexplained injuries or damaged items
- Frequent headaches/stomachaches (no clear cause)
- Changes in eating or sleeping
- Avoids school; drop in grades/attendance
- Withdrawal or loss of friends
- Irritability, anger, or frequent crying
- Anxiety, sadness, or loss of interest
- Trouble concentrating or academic decline
- Talk of self-harm/suicide → immediate referral

A student may be BULLYING OTHERS

- Repeated aggression (peers, animals, property)
- Seeks dominance; status-focused
- Lacks empathy; blames others
- Defiant; frequent trouble
- Unexplained money or items
- Insensitive toward others
- Risky peer group associations
- Violent tendencies

WHAT TO TELL STUDENTS ABOUT ONLINE SAFETY

Share these practical tips with students and families to reduce cyberbullying risk.

- Think before posting—what's online can be permanent
- Don't share personal info (address, phone, school)
- Use privacy settings to control access
- Report harmful content and request removal
- Block or restrict harmful users
- Delete or hide posts anytime

STAFF ACTION STEPS



If there is imminent danger or any talk of suicide → follow your school's crisis protocol immediately.

When you observe or receive a report:

- Prioritize safety—follow crisis protocol
- Document facts and preserve evidence
- Notify school personnel per policy
- Support student; connect to counseling
- Guide bystanders to report and intervene safely



BULLYING & CYBERBULLYING

A GUIDE FOR EDUCATORS AND PARENTS



CYBERBULLYING WARNING SIGNS

Cyberbullying can happen 24/7 and often goes undetected. Watch for these device-related changes in addition to the general signs provided.

Signs a student is TARGETED online:

- Unexpectedly stops using devices or appears nervous when online
- Appears angry, upset, or withdrawn after being on a device
- Avoids discussing online activity; becomes unusually secretive
- Frequently wants to leave school or come home early
- Oversleeping or not sleeping enough
- Makes passing comments about hopelessness or meaninglessness
- Withdraws from friends or family; seeks more time with parents

Signs a student is CYBERBULLYING:

- Hides screen or switches apps quickly
- Late-night device use
- Upset without device access
- Excessive laughing while online
- Multiple or fake accounts
- Increased behavior issues
- Fixated on social popularity
- Withdraws from relationships

THE ROLE OF BYSTANDERS

Most bullying incidents stop faster when a bystander intervenes or reports. Bystanders can play four roles –

PASSIVE

Observes but does nothing

REINFORCING

Encourages the bully

ASSISTING

Actively joins the bully

DEFENDING

Be This One!

Supports the target; reports safely to a trusted adult

Encourage students to:
safely report to a trusted adult • support the person being targeted • model kindness

WHEN A STUDENT REPORTS BEING BULLIED

Remember: hurt people hurt people.

Address both the student who was targeted and the student who caused harm with care and consistency.

Steps for the adult responding:

1. Talk to each child separately; avoid blame
2. Consider peer group influence
3. Identify if it's isolated or a pattern
- 1 One time = a mistake
- 2 Two times = a problem
- 3 Three times = a pattern
4. Support and address behavior of the student who caused harm
5. Connect to school and mental health resources
6. Follow up regularly with all involved

Developed by the:



ALABAMA SCHOOL
BULLYING & SUICIDE
PREVENTION COMMITTEE