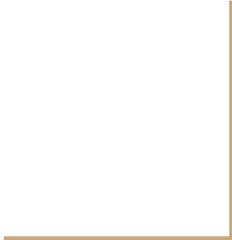




WUSD and Bullying



Why talk about bullying?

According to StopBullying.gov:

- 28% of US students in grades 6-12 report being bullied
- 30% of children admit to bullying others
- When bystanders intervene, bullying stops within 10 seconds 57% of the time

*It is important to distinguish between rude, mean and bullying so that teachers, school administrators, police, youth workers, parents and kids all know what to pay attention to and when to intervene. As we have heard too often in the news, **a child's future may depend on a non-jaded adult's ability to discern between rudeness at the bus stop and life-altering bullying.***

What bullying is...

- UNINTENTIONAL
- HURTS SOMEONE ELSE

RUDE



MEAN

- PURPOSEFUL
- HURTS SOMEONE ELSE
- ONCE OR TWICE



...and what it is not

WHICH ONE IS IT?

BULLYING

- INTENTIONALLY AGGRESSIVE
- REPEATED OVER TIME
- IMBALANCE OF POWER



RUDE behavior

Definition: *Inadvertently saying or doing something that hurts someone else*

- Spontaneous, unplanned inconsideration
- Based on thoughtlessness, poor manners, narcissism

Examples:

- Burping in someone's face
- Jumping ahead in line
- Bragging about achieving the highest grade
- Throwing a crushed up pile of leaves in someone's face
- Grabbing a pencil out of someone's hand
- Inadvertently laughing when someone trips



MEAN behavior

Definition: *Purposefully saying or doing something to hurt someone once (or maybe twice)*

- Aims to hurt or depreciate someone
- Can be words spoken in anger (impulsive cruelty)
- Motivated by angry feelings and/or misguided goal of propping themselves up by putting someone else down

Examples:

- Criticizing clothing
- Ridiculing looks or intelligence
- Kicking someone
- Teasing someone for getting out of four square
- Making a racially inappropriate comment



BULLYING behavior

Definition: *Intentionally aggressive behavior, repeated over time, that involves an imbalance of power*

- Intent to harm
- No remorse or regret
- Physical, verbal, relational or carried out via technology



BULLYING behavior (cont'd)

Examples of physical aggression:

- Hitting
- Punching
- Kicking
- Spitting
- Tripping
- Hair pulling
- Slamming a child into a locker

BULLYING behavior (cont'd)

Examples of verbal aggression:

- What past generations told us to “just ignore”
- Ridicule
- Threats
- Targeted racial slurs
- Put-downs

BULLYING behavior (cont'd)

Examples of relational aggression:

- Social exclusion
- Shunning (ie “You can’t play with us”)
- Hazing
- Rumor spreading
- Leveraging friendship

BULLYING behavior (cont'd)

Definition and examples of cyberbullying:

- Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices
- Particularly harmful as it can be accessed repeatedly and by different parties
- Snapchat messages
- Pictures posted on Facebook without consent for the purpose of ridicule
- Comments on posts
- Texting
- Chatting

BULLYING vs. Mean: What's the Difference?

repeated over time

- Established pattern of behavior
- Not multiple isolated incidents (ie 1st grade then again in 3rd)
- Can be similar behaviors, but not necessarily (ie mean words one week, stealing lunch box the next, punching the next)

involves an imbalance of power

- Multiple students vs. single student
- Larger or more aggressive students vs. smaller or more passive students
- Older vs. younger students
- NOT mutual combat

What to do if you suspect bullying:

The screenshot shows a web browser window with the URL www.wusd.k12.ca.us/Departments/Education-Services/Student--Family-Support-Services/Bullying-Prevention/index.html. The website has a dark red header with navigation links: Home, About WUSD, Board of Education, Departments, Parents, Staff, Employment, and Contact Us. A blue sidebar on the left contains links for Transcripts, Transfer Requests, Uniform Policy, Technology, and Human Resources. The main content area features a photo of a smiling man in a vest and tie. Below the photo, there are two main sections: 'BP 5131.2 - Bullying Policy' and 'Suspect Bullying'. The 'BP 5131.2 - Bullying Policy' section includes a link for 'BP 5131.2 Bullying Policy'. The 'Suspect Bullying' section includes links for 'Suspected Bullying Report' and 'Bullying Investigation Process'. A large blue dropdown menu is open over the 'Departments' link, listing various services such as Office of the Superintendent, Business Services, Communication & Community Outreach, Education Services, Human Resources, Curriculum, Instruction, and Professional Learning, Planning, Accountability & Compensatory Education, Programs, Special Services, Student & Family Support Services, and Technology. Another dropdown menu is open over the 'Student & Family Support Services' link, listing Attendance, Bullying Prevention, Discipline Matrix, Enrollment, Foster Youth, Homeless Students, Transcripts, Transfer Requests, and Uniform Policy.



Bullying Investigation Process

All credible incidents are to be reported. When a bullying incident is witnessed by any staff member a report must be made. Parents, students and anonymous reporters may also report bullying behavior. Complaints are to be protected from retaliation and intimidation.

When a staff member witnesses or learns of a bullying incident, a *Suspected Bullying Report* must be filled out within 24 hours & submitted to principal or designee *immediately*. Parents, students and anonymous reporters may also complete a *Suspected Bullying Report* and submit to principal or designee.

Principal or administrative designee receives *Suspected Bullying Report* and determines if bullying has occurred. Once the report is received, within 3 school days a plan will be made to investigate and resolve the complaint. Whether or not it is determined a bullying incident has or has not occurred, all *Suspected Bullying Reports* must be scanned to the Office of Student and Family Support Services. After the site administration completes the initial investigation, the district recommends and will offer to conduct a restorative process meeting (if appropriate) in an attempt to reconcile the major issues associated with the complaint. If reconciliation is not achieved, the information attained in the restorative process meeting may be included in the development of the *Student Bully Intervention Plan(s)*.

If it is determined that bullying has *not occurred*, appropriate resolution and administrative intervention will be applied.

If it is determined through investigation by administrator or designee that bullying *has occurred*, a *Student Bully Intervention Plan* will be developed with student, school staff and parent/guardian. All *Student Bully Intervention Plans* must be scanned to the Office of Student and Family Support Services. This process will be conducted *separately* for the aggressor and the target.

Situation resolved

School staff will meet *separately* with the aggressor and the target within two weeks to check in and follow-up. Document aggressor, target and/or parent contact in *Aeries* Intervention screen.

Situation resolved

Aggressor, target, parent/guardian and school staff will meet *separately* to modify, if needed, the *Student Bully Intervention Plan* to address on-going needs of the alleged target. School staff will document *Bullying Intervention Meeting* in *Aeries* Intervention screen.

Situation resolved

At any time a *Uniform Complaint* may be filed at the district to appeal the school site decision.

Next Steps

If school administration determines there is evidence of bullying, interventions will be put into place to *help teach correct behavior, provide support, and restore relationships*. Supports may be put in place for multiple parties involved.

Examples of these types of interventions and support **may** include:

- Peer mediation
- Family/student meetings
- Restorative practices
- Whole-class lessons on correct behavior
- Student reflections
- Peer modeling
- Referral to outside services for individual/group counseling
- In-school consequences
- Reparations for negative behavior

The Goals of our Response

Our purposes in our response to bullying investigations ARE:

- To give students the education and tools they need to be safe, respectful, responsible member of our school communities.
- To train all students in how to respond to aggressive or inappropriate behavior
- To help teach all students empathy and compassion in their relationships with others to help prevent bullying
- To work **with** students and parents to see improved behavior

Our purposes ARE NOT:

- To alienate, isolate, or label students who have made aggressive choices
- To move students out of their school or classroom environment

What Parents Can Do:

- **Report incidents at school**
 - Do not assume teachers/admin know what is going on; ask questions!
 - Your child may not report incidents to his/her classroom teacher. Please send an email and let us know!
 - Ask your child how school is going
- **Provide positive social interactions outside of school:**
 - Build a peer/friend network
- **Model appropriate behavior and language**
 - Talk through potential scenarios
 - “How would you respond if...”
 - Role play
- **Avoid encouraging your child to ignore mean or aggressive behavior**

Case study *(details and names changed slightly)*

The case:

Three boys (Alejandro, Ben, and Charlie) have been friends since kindergarten when they were in the same class and were part of the same swim team.

- **In third grade**, a new student, Dan, joined their school. Alejandro, Ben, and Dan all started soccer and would play soccer at recess, making Charlie feel left out. When he tried playing with them, they would tell him he wasn't part of the "Messi Club" and he felt hurt. At swim practice, the boys dunked him and held his head underwater twice.
- **In fourth grade**, Ben made several comments to Charlie about how he had a single mom and his dad must not love him. Ben also told Alejandro that he wasn't allowed to invite Charlie to his birthday party because he was a weird kid. Alejandro also made fun of the almond butter sandwiches Charlie brought for lunch. Teachers reminded the boys to be kind and the school social worker brought them in for a 10-week young men's empowerment group.
- **In fifth grade**, Ben and Alejandro were in the same class and Charlie and Dan were in a second class together. Ben, Alejandro, and Dan continued the "Messi Club" and would allow other boys to join their team for the price of a fidget spinner. Even when he offered a fidget spinner, Charlie was not allowed to join. Yard duties told the boys the "Messi Club" could not be exclusive. Ben told Charlie not to be such a crybaby and that if he told any other adults, Ben would "teach him a lesson" at the park after school. Later in the year, Ben used some foul language in reference to Charlie's mom.
- **In sixth grade**, Ben punched Charlie in the arm in line twice in the first week of school. Charlie's mom filed a suspected bullying report against Ben.

Case study *(details and names changed slightly)*

The investigation:

All four students were individually interviewed by school administrators.

- It was determined that there **is sufficient evidence of bullying**.
 - *Intentionally aggressive behavior* was in the form of friendship withdrawal, exclusion from activities, foul language, threatening, physical aggression, and rude/mean comments.
 - This behavior was *repeated over time*, as it started in third grade and showed a pattern of continued behaviors through sixth grade.
 - This case *involved an imbalance of power* because it involved two or three boys who purposefully exhibited this behavior toward one student.
- Ben and Alejandro were determined to be the *primary aggressors*. Dan was determined to be a *participant* and Charlie was determined to be the *target*.

Case study *(details and names changed slightly)*

The outcome:

School administration came up with a Student Intervention Plan for all students involved. Ben and Alejandro's plans looked similar to the one below.

- **Student will:**
 - Refrain from foul language and threats
 - Use kind and respectful words to all students
 - Respect other students, even if you are playing in another area
 - Not discourage other students from involving adults when there is a problem
 - Refrain from putting hands on other people
- **The school will:**
 - Provide Personal Power for Boys intervention group with the School Social Worker 1x/week for 12 weeks
 - Provide empathy and compassion training for all 6th graders through Reach One Alliance
 - Provide young men's social skills group through School Resource Officer.
 - Provide students with volunteer staff mentor to meet with 1x/month.
 - Check in with students frequently to monitor this plan.
- **WUSD will:**
 - Provide Suspected Bully Investigation Process training to all school administrators
- **The family will:**
 - Remind students of expected behavior
 - Consider participation in the interventions listed above
 - Communicate with school staff if additional issues arise
 - Have the option to request a change of schedule in the current year

Case study *(details and names changed slightly)*

The outcome:

School administration worked with district officials to come up with a Student Intervention Plan for all students involved. Charlie's plans looked similar to the one below.

- **Student will:**
 - Have an identified administrator to go to with any additional concerns
- **The school will:**
 - Provide Personal Power for Boys intervention group with the School Social Worker 1x/week for 12 weeks
 - Provide empathy and compassion training for all 6th graders through Reach One Alliance
 - Provide young men's social skills group through School Resource Officer
 - Provide 30 minute individual sessions 1x/week with the school social worker
 - Work with classroom teachers to identify academic needs that may need to be met
 - Check in with students frequently to monitor this plan
- **WUSD will:**
 - Provide Suspected Bully Investigation Process training to all school administrators
- **The family will:**
 - Consider participating in the interventions listed above
 - Continue to communicate concerns if/when they arise
 - Work with classroom teachers to address academic concerns

**“To ignore evil
is to become
accomplice
to it” MLK**

