

# Responding to and Preventing Bullying at Our School

Developed by  
Culver City Unified School District  
Department of Educational  
Services

Presented by  
YOUR NAME HERE



# Share Your Story

# Overview of the Workshop

What is bullying?

How much bullying is going on in CCUSD?

What doesn't work in responding to bullying?

What DOES work?

Legal aspects of bullying

The power of student voice

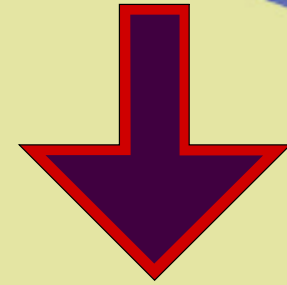
Schools of thought regarding discipline

Review of district-provided materials

# Bullying...

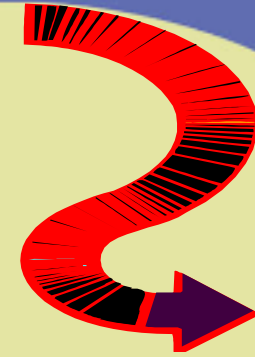
- Is aggressive behavior that intends to cause harm or distress.
- Usually is repeated over time.
- Occurs in a relationship where there is an imbalance of power or strength.

# Direct Bullying



- Hitting, kicking, shoving, spitting...
- Taunting, teasing, racial slurs, verbal harassment
- Threatening, obscene gestures

# Indirect Bullying



- Getting another person to bully someone for you
- Spreading rumors
- Deliberately excluding someone from a group or activity
- Cyber-bullying

# How common is bullying?

- *Nansel et al. (2001): national sample of 15,600 students in grades 6-10*
  - 19% bullied others "sometimes" or more often
    - 9% bullied others weekly
  - 17% were bullied "sometimes" or more often
    - 8% were bullied weekly
  - 6% reported bullying *and* being bullied "sometimes" or more often

# How common is bullying in CCUSD?

- 12% of 5th graders reported being hit or pushed most of the time or all of the time at school
- 10% of 5th graders reported having rumors spread about them most of the time or all of the time at school

Source: California Healthy Kids Survey 2008



# How common is bullying in CCUSD?

- 52% of 5th graders reported having hit or pushed other students
- 29% of 5th graders reported having spread rumors about other students

Source: California Healthy Kids Survey 2008

# How common is bullying in CCUSD?

Percentage of secondary students reporting having been harassed because of race, ethnicity, gender, sexual orientation or disability:

- 36% of 7th graders
- 21% of 9th graders
- 22% of 11th graders

Source: California Healthy Kids Survey 2008

# Staff Perceptions

How much of a problem is bullying or harassment among students?

	Insignificant	Mild	Moderate	Severe
All elementary	16	61	24	0
CCMS	15	44	40	2
CCHS	5	59	34	2

Source: California Healthy Kids Survey 2008

# Gender Differences in Bullying

- Most studies find that boys bully more than do girls
- Boys report being bullied by boys; girls report being bullied by boys and girls
- Boys are more likely than girls to be physically bullied by their peers
- Girls are more likely to be bullied through rumor-spreading, sexual comments, social exclusion

# Conditions Surrounding Bullying

- Children usually are bullied by one child or a small group
- Common locations: playground, classroom, lunchroom, halls, bathrooms
- Bullying is more common at school than on the way to/from school

# Children Who Bully are More Likely to:

- Get into frequent fights
- Be injured in a fight
- Steal, vandalize property
- Drink alcohol
- Smoke
- Be truant, drop out of school
- Report poorer academic achievement
- Perceive a negative climate at school
- Carry a weapon

# Longitudinal Study of Children who Bullied (Olweus, 1993)

- 60% of boys who were bullies in middle school had at least one conviction by age 24.
- 40% had three or more convictions.
- Bullies were 4 times as likely as peers to have multiple convictions.

# Children who are bullied have:

- Lower self esteem
- Higher rates of depression
- Higher absenteeism rates
- More suicidal ideation



# Health Consequences of Bullying (Fekkes et al., 2003)

	<u>Bullied</u>	<u>Not bullied</u>
Headache	16%	6%
Sleep problems	42%	23%
Abdominal pain	17%	9%
Feeling tense	20%	9%
Anxiety	28%	10%
Feeling unhappy	23%	5%
Depression scale		
moderate indication	49%	16%
strong indication	16%	2%

# Safe School Initiative Report (2002)

- US Secret Service and US Dept. of Education
- Studied 37 incidents of targeted school violence, involving 41 attackers (1974-2000)
  - 3/4 of attackers felt persecuted, bullied prior to the incident
  - 1/3 of attackers characterized as “loners”
  - 1/4 socialized with students who were disliked by most mainstream students
  - Many had considered suicide

# Reporting of Bullying to School Staff

- Many do not report being bullied.
- Older children and boys are less likely to report victimization.
- Why don't children report?
  - 2/3 of victims felt that staff responded poorly
  - 6% believed that staff responded very well. (Hoover et al., 1992)

# Adults' Responsiveness to Bullying

- Adults overestimate their effectiveness in identifying bullying and intervening.
- Many children question the commitment of teachers and administrators to stopping bullying
  - 35% believed teachers were interested in stopping bullying
  - 25% believed administrators were interested in stopping bullying (Harris et al. 2002).

# Kids Who Observe

What do you usually do when you see a student being bullied?

- 38% Nothing, because it's none of my business
- 27% I don't do anything, but I think I should help
- 35% I try to help him or her

# Activity

- What do you usually do when a student reports being bullied?

# What doesn't work

- Tell student to confront the bullies
- Tell student to ignore the situation
- Speak to students about being kind
- Use peer mediation
- Bring bully and target together to talk it out
- Zero tolerance (student exclusion)
- Group treatment for children who bully
- Simple, short-term solutions

# What Are Schools Doing To Address Bullying?

- Awareness-raising efforts\*\*
- Reporting, tracking\*\*
- Social skills training for victims of bullying
- Curricular approaches to bullying prevention\*\*
- Comprehensive approaches\*\*
- Zero tolerance (student exclusion)
- Individual & group treatment for children who bully/children who are bullied
- Mediation, conflict resolution programs



# What works in bullying prevention?

- What is required to reduce bullying in schools is nothing less than a change in the school climate and in norms for behavior.
- This requires a comprehensive, school-wide effort involving the entire school community

# Legal Aspects

- Consequences of mis-handling bullying incidents
- Grounds for suspension – new law
- Suspendable vs. non-suspendable
- Reporting and recording

# Operational Definitions of Bullying

## **TEASING**

Hurtful teasing, name-calling, insulting or other behavior that hurts people's feelings or makes them feel bad about themselves

## **EXCLUSION**

Starting rumors, telling others not to be friends with someone

# Operational Definitions of Bullying

## **HITTING**

Includes pushing, slapping, grabbing

## **SEVERE HITTING**

Includes punching, kicking, other actions that might hurt someone

## **THREATENING VIOLENCE**

Stating an intent to do bodily harm

# Operational Definitions of Bullying

## **HARASSMENT**

Racial, ethnic or sexual name-calling or other severe harassment

## **CYBER-BULLYING**

Sending insulting or threatening messages by phone, email, website or other electronic communication

Can be used to tease, exclude, harass or threaten

# Scenario

# Our Response Protocol

- Report aggressive behavior
- Investigate - interview students separately (aggressor, target, witnesses)
- Look up consequences in discipline rubric
- Assist/supervise student in calling home
- Follow up with parent letter
- Support reflection

# Our Response Protocol

## Report aggressive behavior

- Utilize the CCUSD reporting form.
- If staff member observes the incident, be specific in reporting what happened
- If a student reports, thank him/her for coming forward
- Ask “what did you do?” not “what happened?”



# Our Response Protocol

## Investigate

- Interview students separately - aggressor, target, witnesses
- Have a protocol for number of witnesses
- Provide incentives for honesty

# Our Response Protocol

## Look up consequences

- The student will look up his/her consequence on the discipline rubric
- Having rubric posted helps the student see that this is school policy, applied to all

# Our Response Protocol

## **Student states what he/she did**

To improve staff ability to build students' self-reflection skills, use Practice Exercises in Davis, Schools Where Everyone Belongs, pages 162-166

# Our Response Protocol

## **Student states what he/she did**

What did you do? Start with “I”

What was wrong with that?

What problem were you trying to solve? (NOT ‘Why?’)

Next time you have that problem, how will you solve it?

Source: Stan Davis

# Consequences

# Applying consequences

# Our Response Protocol

## **Assist/supervise student to call parent**

- The student tells the parent what he/she did and what consequence was earned
- The adult tells the parent that the student has or has not been honest
- The adult finds something to commend
- “I knew you would want to know”

# Our Response Protocol

## Follow up with parent letter

- Utilize the CCUSD parent letter, to be signed by student, adult and parent



# Our Response Protocol

## Support reflection

- Depending on the age of student and the situation, writing a reflective essay and/or apology may be appropriate

# How are we going to handle bullying?

## Recording protocol

- Administrator will record incident on AERIES – both aggressor and target
- If teacher/counselor handles, turn in form to administrator for recording

# How are we going to handle bullying?

Returning to scenario, discuss responses and fill out the recording form.

# What will we do to prevent bullying?

- Provide enhanced supervision in problem areas
- Develop a culture of tolerance and respect
- Distribute pledge forms to all students
- As part of classroom discipline, discuss bullying definitions with students
- As part of classroom discipline, discuss consequences with students
- Teach pro-social curriculum early in school year (TGFV & TGFD)
- Engage students in simulation activity to empower bystanders (from above programs)

# Kicking off the program

- Staff will discuss what the school kickoff event will look like and who is responsible for what components.

# Ten Steps

# What about adult bullying?

- We will make clear that the same definitions apply to adults at the school
- We will call out this behavior when it occurs
- Adult-child interactions
- Adult-adult interactions
- Civility policy

# Additional Resources

<http://www.stopbullyingnow.com/>

Stan Davis website

[http://www.stopbullyingnow.com/parent newsletter  
articles.htm](http://www.stopbullyingnow.com/parent_newsletter_articles.htm)

Stan Davis short parent articles to reprint

<http://www.clemson.edu/olweus/content.html>

Olweus Bullying Prevention Program



# Interactive Website

- [www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov)
- Animated Serial Comic
- Games, polls for tweens
- Advice for tweens
- Resource Kit for adults
- Links to partner groups and activities

# Resource Kit

- More than 20 tip sheets/fact sheets
- Database of existing bullying prevention resources
  - Bullying prevention programs
  - Books, videos, other resources
- Available on the web ([stopbullyingnow.hrsa.gov](http://stopbullyingnow.hrsa.gov)) or in hard copy via HRSA Helpline (1-888-ASK-HRSA)

STOP  
**BULLYING**  
TAKE A STAND. NOW! LEND A HAND.

[www.StopBullyingNow.hrsa.gov](http://www.StopBullyingNow.hrsa.gov)

# Materials Guide

- The following are in your notebook: