

# Welcome to Runkle School's Bullying Prevention & Intervention Presentation

Please fill out an index card.

1. On the front, please write your name, the age of your child(ren), and any questions you may have about bullying prevention.
2. On the back of the card, please let us know about any behavior that you may be concerned about.

# Desired Outcomes for the Meeting

- Feel confident that Runkle has a plan and is taken action
- Know how parents can partner with us on this issue

# Agenda

1. Define bullying
2. What it is/is not
3. Brookline Bullying Prevention Plan
4. Data about Runkle from recent survey
5. How Bullying is Addressed at Runkle
6. What You Can Do As Parents

# Definition of Bullying

“Bullying” means the **repeated** use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- \* directly or indirectly causes physical or emotional **harm** to the target or damage to the target’s property;
- \* places the target in **reasonable fear** of harm to him/herself, or of damage to his/her property;
- \* creates a **hostile** learning and/or social **environment** at school for the target;
- \* infringes on the rights of the target at school; or
- \* materially and substantially **disrupts the education process** or the orderly operation of a school.

# Key Components of Bullying

It is aggression that is:

- intentional (on purpose)
- repeated (done over and over, i.e. 2 – 3 times a month)
- imbalance of power (size, strength, popularity, athletic, smarter)

# Definition of Cyberbullying

“Cyber-bullying” means **bullying through the use of technology** or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a **web page or blog in which the creator assumes the identity of another person** or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the **distribution by electronic means of a communication** to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

# What Bullying Is

On going harmful relationships with a power differential

*example* A group of children taunting an isolated child at recess over several days so that the child does not feel safe

*example* A larger child following a smaller target child home and physically harming him

*example* A pair of students who repeatedly threaten a student via “Facebook”

# What Bullying Is Not

- General Conflict  
*example* Two students in the same grade who can't work together productively
- General Exclusion  
*example* A student who has year after year not invited another child to a birthday celebration
- Roughhousing  
*example* A pillow fight at a sleep over that gets too physical and someone gets hurt

# Brookline Bullying Prevention Plan

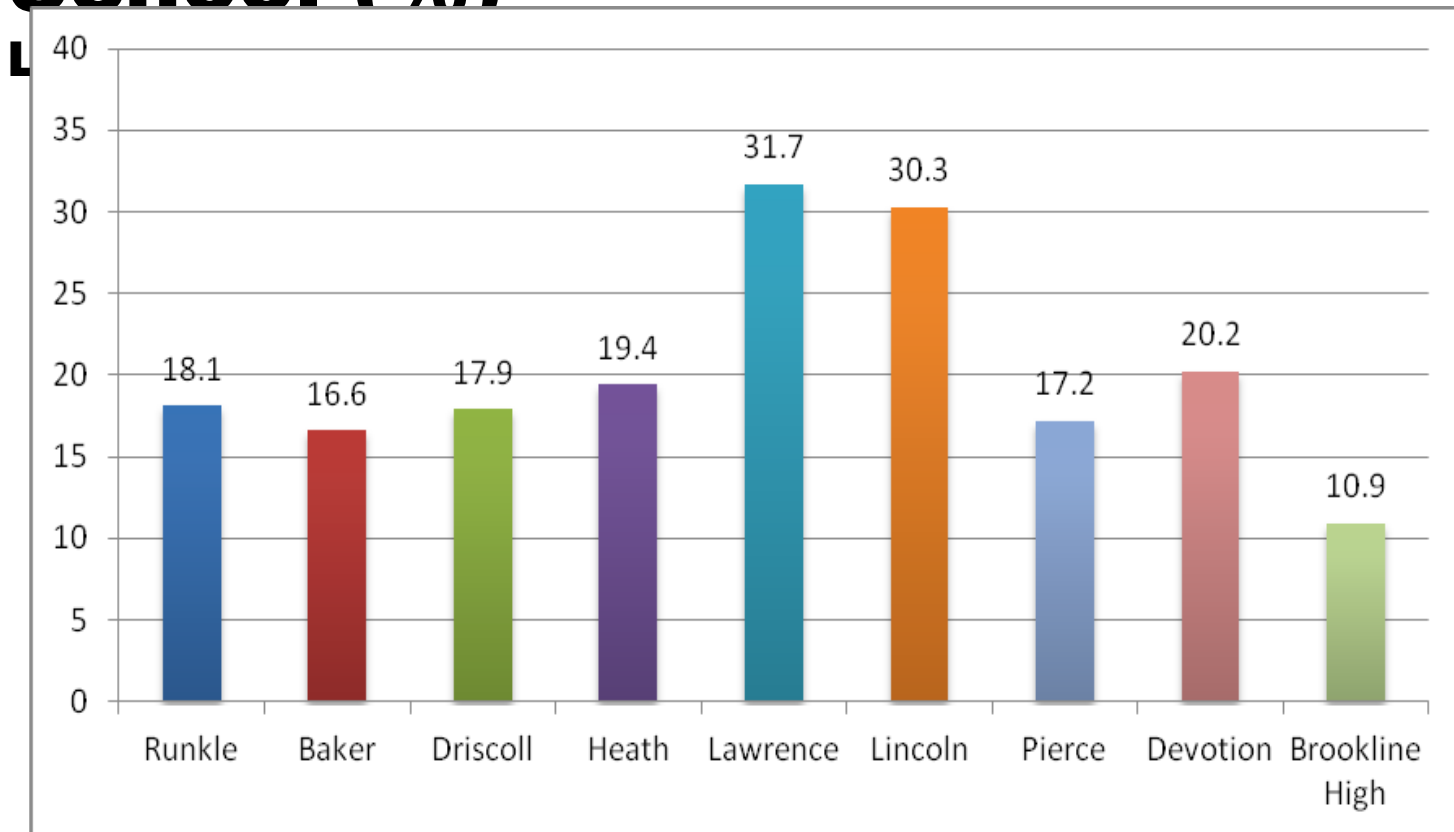
- Copies on Town Website.
- Went into effective December 31, 2010
- School-wide Plans
- Bullying Prevention Curriculum
- Professional Development for Faculty and Staff

# Survey of Students

- Survey done to gather baseline data which we can track over the years
- California Bully Victimization Survey (CBVS)
- Given to 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> graders
- May 2 – May 15, 2011
- Survey is a snapshot in time

# Result for Runkle School, part 1

**Figure 2.1 Rates of Bullying by School (%)**

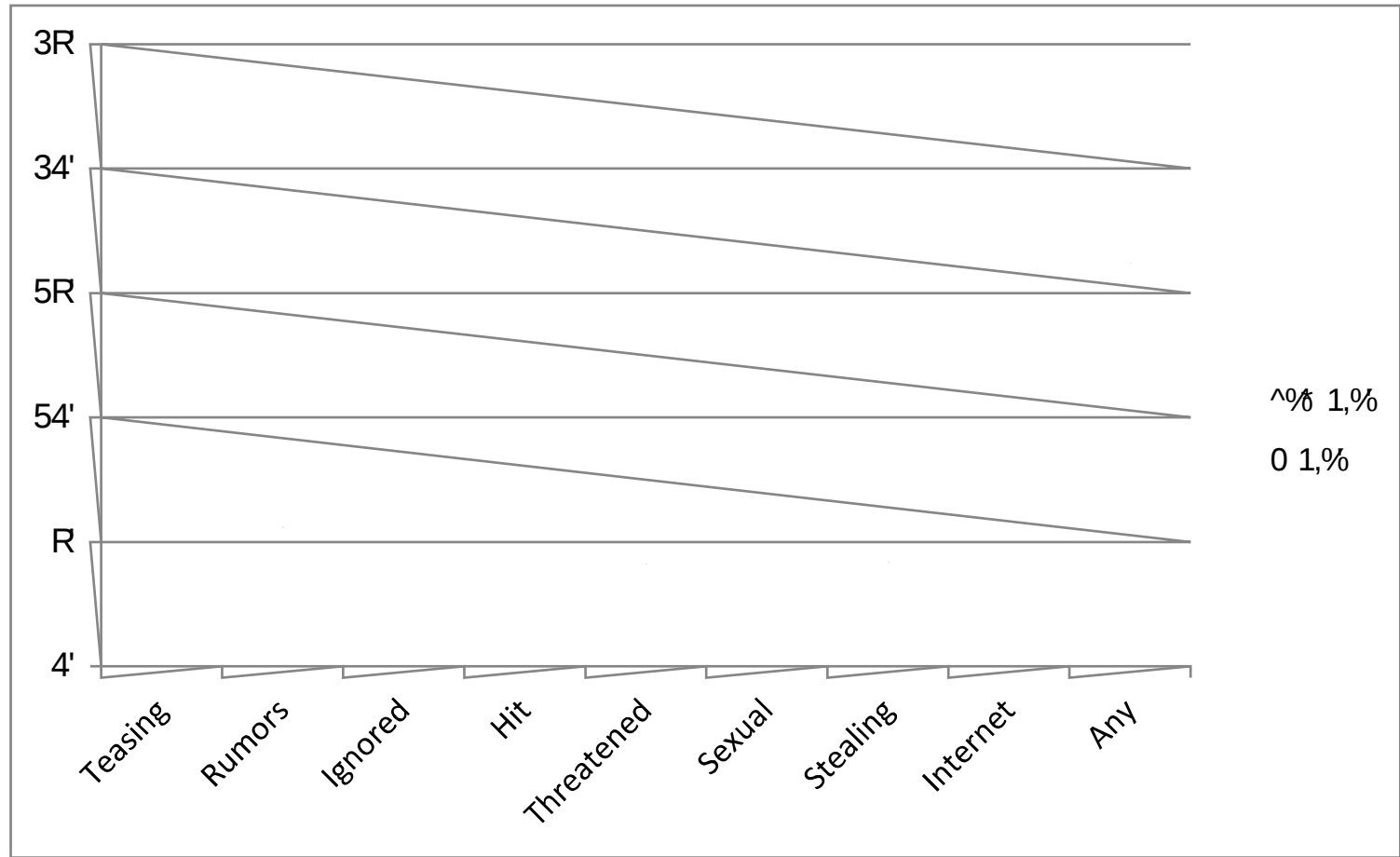


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Results for Runkle School (part 2)

# Figure 2.4 Rates of Forms of Bullying by Gender

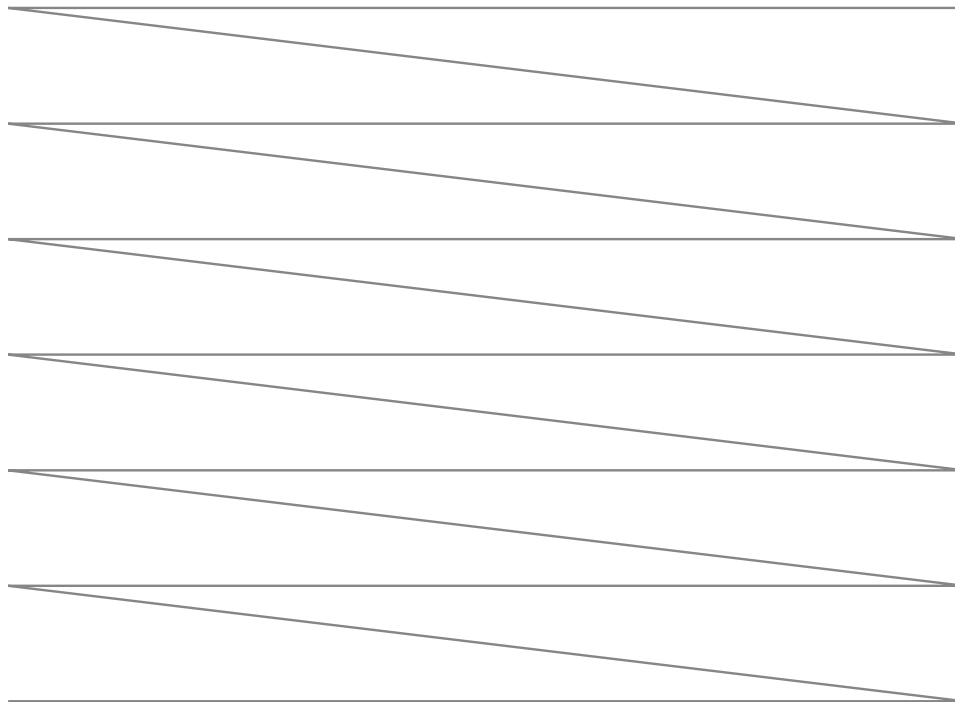
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# Results for Runkle School (Part 3)

## Survey Participants by Race

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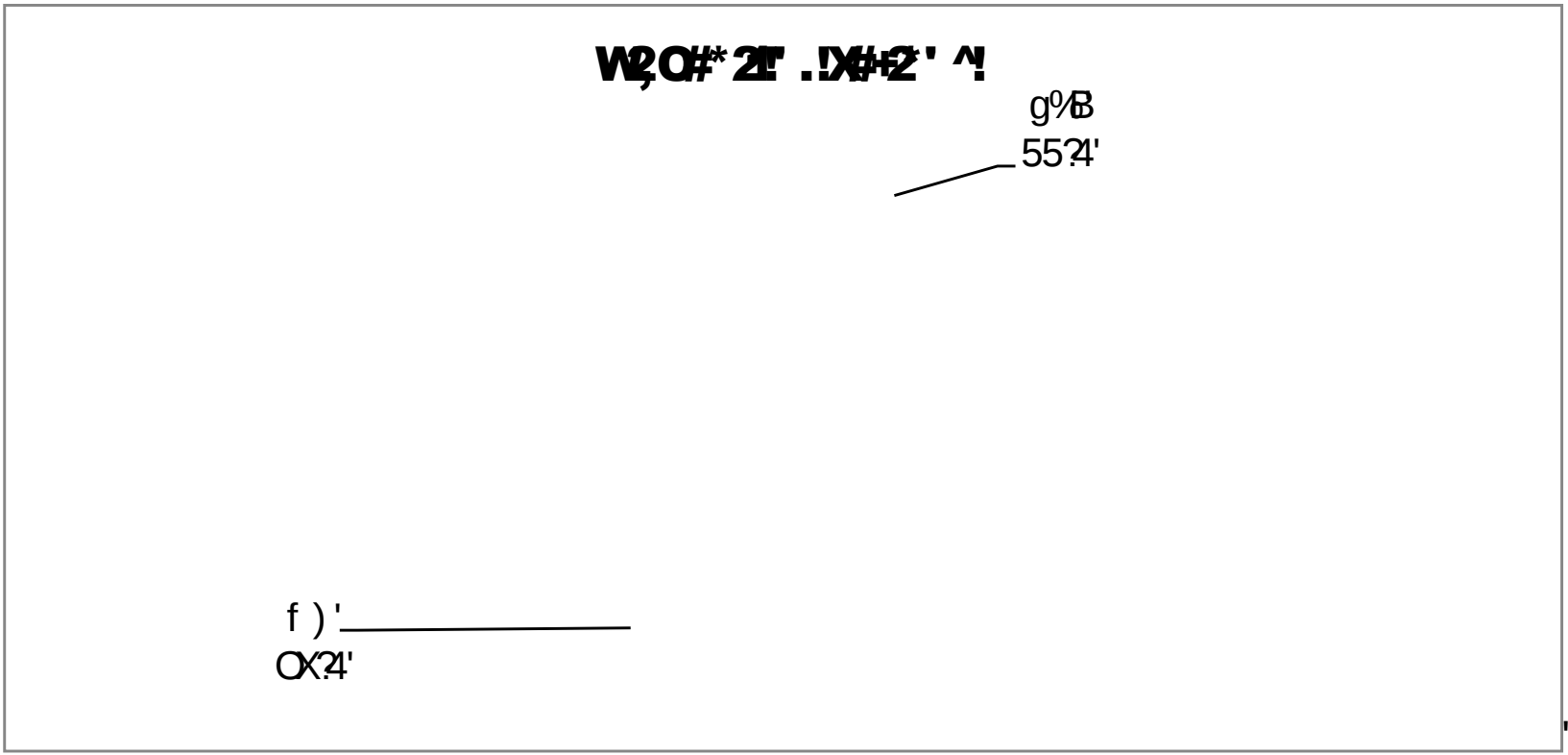


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# Results for Runkle School (Part 3)

## Survey Participants by Race

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# Results for Runkle School (part 3): **Rates of Forms of Bullying by Ethnicity (%)**

Bullying was reported most frequently by students who identified as Black/African American.

- Black/African American (**41.7%**)
- White/Caucasian (**18.1%**)
- Asian/Asian-American (**17.1%**)
- Other (**11.1%**)
- Multi-Ethnic (**0.0%**)

Bullying was reported more frequently by students who identified as Hispanic/Latino.

- Hispanic/Latino (**23.5%**)
- Non-Hispanic/Latino (**16.8%**)

# Results for Runkle, (Part 4)

- Of the 29 students that reported bullying, it occurred in one or more of the following: playground, cafeteria, hallways, and classrooms.
- Students feel that they can tell their friends or an adult at school and/or an adult at home.

# Teacher Responses to Bullying (%)

Question: When students are doing mean and hurtful things to one another, how do teachers and staff respond?

- Notice that it is happening (81.8%)
- Try to stop it (90.1%)
- Ignore it (53.7%)
- Talk about it with students who are involved (90.0%)
- Listen to both sides of the story (85.6%)
- Make fair decisions (87.7%)
- Have consequences for the person being mean (82.0%)
- Support the person who has been hurt (88.2%)
- Understand the situation (84.9%)

# How Bullying is Addressed at Runkle (Part 1)

- Always take allegations seriously and maintain confidentiality.
- Verbal and written reports are followed up with promptly.
- Gather information from target, bystanders, aggressors, teachers, parents, etc. in a timely fashion.

# How Bullying is Addressed at Runkle, (Part 2)

- Consequences for aggressor(s).  
(Consequences for the aggressor will account for the social and emotional development for the child with the goal of providing a growth and learning experience that will reduce future aggression.)
- Safety plan for target may include:
  - \* Separation of the aggressor and the target
  - \* Hypervigilance from adults
    - \* Communication signals with adults.
- Long term plan of education for all students.

# Steps Already Taken at Runkle,

(Part 1)

- Gave survey to understand the issue
- Assigned more supervision
- Teachers share information about the students during common planning time/cluster
- Faculty know to bring issues to administration immediately

# Steps Already Taken at Runkle

(Part 2)

- Improving this area is about strengthening the culture of care, respect, and inclusion in our community
- All faculty members own all students
- Improving this area is about making sure the lines of communication are open between students and adults
- Work on our social competency and bullying prevention curriculum

# Comprehensive Social Emotional Learning and Bullying Prevention

## **Social Emotional Learning**

- Responsive Classroom (K – 5)
- Developmental Design (6 – 8)
- Social Thinking (K – 12, as appropriate)

# Comprehensive Social Emotional Learning and Bullying Prevention

## **Bullying Prevention**

- Olweus (K – 12)
- Second Step (7 & 8)

# What Bullying Prevention Curriculum Does:

1. Empower students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
2. Help students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
3. Emphasize cyber-safety, including safe and appropriate use of electronic communication technologies;
4. Enhance students' skills for engaging in healthy relationships and respectful communications; and
5. Engage students in a safe, supportive school environment that is respectful of diversity and difference.

# General Teaching Approaches at Runkle that Support Bullying Prevention Efforts

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of the PSB bullying intervention and prevention initiatives:

1. Setting [clear expectations](#) for students and establishing school and classroom routines;
2. Creating [safe school and classroom environments](#) for all student including, for example, students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
3. Using [appropriate and positive responses](#) and reinforcement, even when students require discipline;
4. Encouraging adults to develop [positive relationships](#) with students;
5. Modeling, teaching, and rewarding pro-social, healthy, and [respectful behaviors](#);
6. Using [positive approaches to behavioral health](#), including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
7. Using [technology safely](#); and
8. [Supporting students' interest](#) and participation in non-academic and extracurricular activities, particularly in their areas of strength.

# What We Need Parents to Do

- Check their phone texts.
- Only permitting students to have Facebook accounts when they reach the suggested age for the account.
- Make sure you have complete access on your child's Facebook account.
- Keep lines of communication open with school (change in child's behavior, report possible bullying, etc.)
- If you suspect possible bullying, contact school administrators who will investigate.

# What You Can Do As Parents If Your Child Reports Bullying

If your child reports bullying, in a gentle manner, ask:

\*Where did it happen?

\*Has it happened before?

\*Is it always the same?

\*When did this happen before?

\*What happened first, then next, then after that?

\*Was anyone else there?

\*Did any kids or adults see this?

\*How did they react?

Excerpt from:

Englander, E. When Your Child is Being Bullied: A Guide for Parents, MARC:  
Bridgewater, MA. 2008

# What You Can Do As Parents to Help Your Child Cope

- \*Reassure your child that he or she did nothing wrong.
- \*Gently emphasize that your child should not retaliate.
- \*Role-play ignoring or walking away from the bullying behavior
- \* Work with your child as to next steps at home and at school
- \*With your child, make a list of the adults he or she can go to such as counselors or administrators
- \*Give your child relief. Arrange for times to see friends or fun family activities.

Excerpt from:

Englander, E. When Your Child is Being Bullied: A Guide for Parents, MARC: Bridgewater, MA. 2008

Thank you for working with us  
on this important issue.

General Questions?