

# Welcome to Runkle School Bullying Prevention Presentation

Please fill out an index card.

- (1) On the front, please write your name, the grade(s) 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 past or present that you may be concerned about.

*We will follow up on anything we are not able to address this evening.*

# Tonight's Agenda

I. Welcome

II. PSB Bullying Prevention and  
Intervention Plan Presentation

III. Questions and Answers

# Code of Conduct

- \*Treat others with respect.**
- \*Keep your hands to yourself.
- \*Use kind words. (Name calling, teasing, and bullying are not okay.)
- \*Help take care of our school building.
- \*Try hard to do your best every day.

# What happens when something occurs against the Code of Conduct?

\*Runkle's Code of Conduct form describes what occurred and explains what consequences there will be, if any.

\*Investigate what happened by talking to parties involved.

\* "Time to Think" - A way to process what happened to make each event a learning opportunity.

\*Consequences and/or Plan

\*Communication

# How do you know when “bullying” is occurring as opposed to misconduct?

“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.

# What Bullying Is

*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* Derogatory remarks are made to a student (or students) online.

# 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

# Brookline Bullying Prevention Plan

- Overview of the process for finalizing the plan (e.g. feedback from the community was gathered via online survey, public comment hearing, and a 28 member task force with representatives across the entire district reviewed the comments and made recommendations to the Superintendent).
- Final plan was approved in January 2011.
- School-wide Plans
- Bullying Prevention Curriculum for Fall 2011
- Professional Development for Faculty and Staff

# How is Bullying being Addressed at Runkle?

- We always take allegations seriously and maintain confidentiality.
- Initial contact with parents of “target(s)” and “aggressor(s)”.
- Gather information from target, bystanders, aggressors, teachers, parents, etc. in a timely fashion.
- Consequences for aggressor(s).
- Safety plan for target.
  - \* Separation
  - \* Hypervigilance from adults
  - \* Communication signals with adults.
- Long term plan of education for all students.

# What can you 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 can you do as parents to help your child cope?

- \*Reassure your child that he or she did the right thing in reporting.
- \*Gently emphasize that your child should not retaliate.
- \*Role-play ignoring or walking away from the bullying behavior.
- \*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

# Bullying Prevention Curriculum

## Will:

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.

## What is already happening at Runkle to empower students and focus on building a positive community?

1. Setting **clear expectations**: Runkle Code of Conduct; Classroom Rules and Routines; Using technology safely
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: Looking at mistakes as learning opportunities and looking forward to positive responses in similar situations; praise for achievements in all areas both in and out of school.
4. Encouraging adults to develop **positive relationships** with students: Teachers, Counselors, and Administrators checking in regularly with individuals; finding time to share in the successes in school.
5. Modeling, teaching, and rewarding pro-social, healthy, and **respectful behaviors**: Using *Responsive Classroom* and exploring *Developmental Designs*; and
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;

Thank you for working with us  
on this important issue!

General questions?