

Reed Union ESD

Administrative Regulation

Bullying

AR 5139

Students

Purpose

The purpose of this policy is to describe the formal basis for the promotion of a culture of kindness and respect within the schools and to specify the course of action to be taken when bullying occurs.

Related Policies

Board Policy 5144, Discipline, BP 5144.1, Suspension and Expulsion, Due Process, BP 5137, Positive School Climate, and BP 5131, Conduct, provide specific procedures to address student behavior, including incidents of meanness and aggression. These policies describe consequences when a specific behavioral infraction occurs. Consequences for infractions may include parent conferences, student detentions, suspensions, and community service to help make amends for his/her transgression. In addition, non-punitive methods that address the recurrent nature of bullying may be used to address student behavior.

No Bullying

Faculty, staff, and/or administration will intervene every time they are aware that meanness or bullying has occurred. Interventions will vary, based on particular circumstance. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians and students also may be provided with similar information

Definition

For purposes of this policy, bullying is defined as deliberately hurtful behavior, repeated over a period of time. It may be a physical attack on people or their property. It may be verbal such as name calling, teasing, threatening or cruel humor at the expense of the victim. It may also be indirect or social, such as spreading rumors, excluding people from groups, or the manipulation of others to mistreat another student. Bullying also includes acts that amount to sexual harassment, hate violence, and harassment, threats, or intimidation that create a hostile educational environment. Bullying is an anti-social behavior that

interferes with the rights of students. It is the district's belief that all students have the right to learn in an environment that is safe, both physically and emotionally, and free from bullying behavior.

The four main forms of school bullying are:

1. Physical bullying, in which a student uses physical force to hurt another student by hitting, pushing, shoving, kicking, pinching, blocking their movement, or holding them down. This includes damaging or theft of another student's belongings or stealing or extorting money.
2. Verbal bullying, in which a student uses words to hurt another student. This includes threatening, taunting, intimidating, insulting, use of sarcasm, name-calling, teasing, put-downs, and ridicule. It also includes hostile gestures, such as making faces, staring, giving the "evil eye," eye-rolling, and spitting. Statements may make reference to a person's ethnicity, gender, sexual orientation, perceived sexual orientation, physical features, or clothing.
3. Relational bullying, which occurs when students disrupt another student's peer relationships through exclusion, gossip, whispering, and spreading rumors. It includes physically turning one's back on another, use of "the silent treatment," ostracizing or scape-goating.
4. Cyber bullying, in which students use computers, the internet, or other electronic devices or methods to say mean things about others. It refers to the use of cell phones, text messages, e-mails, instant messages, web blogs, and postings to bully another student in any of the ways described above. Examples of cyber bullying include sending threatening or insulting messages by phone or e-mail and spreading rumors.

Objectives

The district identifies four primary objectives related to eliminating bullying behavior at school:

1. Cultivation of a culture of kindness and respect through the teaching and modeling of the Character Pillars.
2. Creation of a school climate which encourages students to disclose and discuss incidents of bullying, both in their roles as victims and bystanders.
3. Demonstration of commitment to address incidents of bullying by outlining the school response to any such incidents of bullying.
4. Support for teachers, parents and students by providing training and curriculum in the areas of conflict resolution.

Procedures to Address Bullying at School

The district may provide students instruction in the classroom or other school settings that promotes communication, social skills, and assertiveness skills and may involve parents/guardians, staff, and community members in the development of strategies to prevent and respond to bullying.

The district may address bullying behaviors at school with measures which are both proactive and responsive in nature. These measures include curriculum work (teaching pro-social skills linked with the Character Pillars and strategies for advocating for self and others), playground work (activities that provide opportunities for students to engage in developmentally interesting, fun, and cooperative activities), peer support, and discipline.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes whereby students may submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7, Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyber bullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance. Students shall be encouraged to save and print any messages sent to them that they feel constitutes cyber bullying and to notify a teacher, principal, or other employee so that the matter may be investigated.

Cyberbullying conducted using district-owned equipment or on school premises, as well as off-campus cyber bullying that impacts school activity or school attendance, may be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed. The district reserves the right to monitor any on-line communications for improper use. Electronic communication and downloaded material, including files deleted from

ROLES AND RESPONSIBILITIES OF STAKEHOLDERS WITHIN THE SCHOOL COMMUNITY

The district identifies the following stakeholders and defines their roles as follows:

Administration

1. Implement the anti-bullying policy, including rewards, consequences, interventions; and ensuring accountability within the school community
2. Inform parents when their child is involved in incidents of bullying at school
3. Ensure that adequate training is provided for staff to promote Character Pillars and address incidents of bullying
4. Model kindness and respect
5. Communicate with all members of the community, informing students, staff, and families of the district policy, approach, and plan
6. Consult with the school counselor, psychologist, classroom teachers, and advisors to address incidents of bullying.

Teachers and Staff

1. Model kindness and respect with each other and in their interactions with students and families.
2. Participate in professional development, training, and allocate planning time to address pro-social and anti-bully issues.
3. Educate their students about the anti-bullying policy and using school-approved curriculum to address bullying in the school.
4. Intervene with students directly any time they become aware that bullying behaviors occur
5. Report incidents of bullying to school administration

School Counselor/Psychologist

1. Serve as mentors, supporting teachers in planning and implementing the character curriculum
2. Collaborate with teachers and staff concerning the implementation of anti-bullying procedures.
3. When requested by a school administrator, work with students individually and in groups to address bullying at school
4. Inform parents when working with their child in addressing bullying incidents at school

Students

1. Students who are being teased, bullied, or left out should speak to a trusted adult at school for help.
2. Students who witness bullying should intervene if they are able or immediately seek assistance from a staff member.
3. Model kindness, are actively involved in preventing bullying, and speak up for fellow students who they see as being targeted by their peers
4. May volunteer to serve in leadership roles to plan and implement pro-social and anti-bullying activities at school

Parents

1. Parents concerned that their child is being teased, excluded, or bullied, or who suspect their child may be a perpetrator of bullying behaviors, should encourage their child to speak with an adult at school or personally contact their child's advisor, school counselor, psychologist or administrator.
2. Model values of kindness and respect in their interactions both at home and at school and reinforce the no-bully message at home
3. Support the school administration in resolving incidents of bullying and actively encourage their child to be a positive member of the school; have logical consequences at home to address bullying behaviors should they occur
4. Participate in parent education offered by the school and stay informed by attending school-wide events and reading communication sent from the school
5. May volunteer to serve on committees, help with events, or contact school personnel to share ideas that would forward the school's action plan and goals

Character Mentors and Committees

1. Oversee the development and progress of all actions taken relative to the anti-bullying policy
2. Communicate with faculty and staff, informing them of progress made and eliciting new ideas and feedback to further the work
3. Design and plan forums for parent education
4. Serve as ambassadors, communicating with members of the school community about the character education program and anti-bullying policy.

Glossary of Terms

Terms used in this policy are defined below:

BULLYING: Bullying is defined as deliberately hurtful behavior, repeated over a period of time. It may be a physical attack on people or their property. It may be verbal such as name calling, teasing, threatening, or cruel humor at the expense of the victim. It may also be indirect or social such as spreading rumors, excluding people from groups, or the manipulation of others to mistreat another student. Bullying also includes acts that amount to sexual harassment, hate violence, and harassment, threats, or intimidation that create a hostile educational environment.

PHYSICAL AGGRESSION: Involves the willful use of force, including threatening, hitting, kicking and destroying property.

RACIAL/ETHNIC HARASSMENT: Comments or actions containing racial or ethnic content, which are unwelcome and make the recipient uncomfortable. Examples include ethnic jokes, racial name-calling, and racial slurs.

SEXUAL HARASSMENT: Comments or actions of a sexual nature that are unwelcome and make the recipient uncomfortable. Examples include rumors of a sexual nature, inappropriate touching, grabbing, or comments about someone's body, including derogatory comments about sexual orientation.

SEXUAL ORIENTATION/GENDER IDENTITY HARASSMENT: Comments or actions of a derogatory nature based upon an individual's actual or perceived sexual orientation and/or gender identity

SOCIAL (RELATIONAL) AGGRESSION: Involves interfering with the social relationships and friendships of others. Includes spreading of rumors, use of silent treatment, gossiping, malicious exclusion, and in extreme cases total isolation from the peer group.

TEASING: Teasing has been defined as "annoying persistently, especially in fun by goading, coaxing or tantalizing." Students may consider teasing to be a form of social play, but if it is repeated over time with a student of perceived higher social status heckling a student in a lower social status, it becomes a form of bullying.

VERBAL AGGRESSION: Includes name-calling, teasing, threatening, and intimidating phone calls.

VICTIM: Someone who is exposed to sufficiently severe or pervasive negative actions on the part of one or more bullies. Passive victims are those who do not engage or fight back. Provocative victims engage with the bully by provoking or perpetuating the situation in some way.

WRITTEN AGGRESSION: Includes note writing, graffiti, slam books.

Policy REED UNION SCHOOL DISTRICT
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