

It Takes a Community to Eliminate Bullying

***“The worst thing I can hear is that
the joy of learning is gone.”***

Rachel Bishop, Director NCS

Respect For All

Our Goals Today

- To review the role of schools in the elimination of bullying
- To know definitions, scope & impact of bullying
- To review national standards, best practices and misdirections in prevention efforts
- To review best practices *in action* in Marin County
- To learn the school *R.E.P.A.I.R.S.* that ensure a bully free school and foster *the joy of learning*
- To assess the readiness of your school for creating a climate where bullying is rare and students are ready to learn

R. E. P. A. I. R.S.

Ensure a bully free school

(Respond, Engage, Protect, Accept, Investigate, Reward, Survey)

- **R**espond to complaints. All faculty responsible for on-the-spot intervention.
- **E**ngage, educate, evaluate the efforts with the whole school community. Offer parent, teacher and student education.
- **P**rotect the school community with anti bullying policies and procedures. All types of bullying are forbidden.
- **A**ccept complaints and apply consistent rules.
- **I**nvestigate and problem solve. Notify parents in writing.
- **R**eward and celebrate the school community for all successes
- **S**urvey school community periodically for prevalence of bullying and schedule parent, teacher and student education as needed.

R.E.P.A.I.R.S.

*Ensure a bully free school
and foster the joy of learning!*

Respect For All

Let's Reflect...

- What have been some of most effective ways that your school has dealt with bullying?
- On a scale of 1 to 3, what is the readiness level of your school to implement the *R.E.P.A.I.R.S.* that will make bullying a rare occurrence?
 - 1 -- Not a priority at this time
 - 2 -- Need to do something; don't know what to do
 - 3 -- Know what to do and ready to begin



Bullying Defined:

- Bullying has 2 key components: repeated harmful acts and an imbalance of power and strength. It is aggressive behavior that is intentional among those involved.
- Typically repeated over time
- Takes many forms of PEEVSS – Physical, Emotional, Economic, Verbal, Sexual, Spiritual
- And now CYBER – ie email, etc.



What Bullying is Not

- Bullying is a form of victimization, not conflict. Bullying is no more a conflict than are child abuse or domestic violence.

-- Susan Limber, PhD, developmental psychologist, associate director of the Institute on Family and Neighborhood Life, consultant to US Mental Health Services Administration



How Often Does it Happen?

- 15-25% of US students are bullied with some frequency
- 15-20% report they bully others with some frequency
- One study found that 80% of middle school students reported engaging in some form of bullying in last 30 days; 15% do so often
- 60% of youth are teased at least once a month, and nearly one-third of youth are bullied at least once a month
- For children in grades 6–10, nearly one in six—or 3.2 million—are victims of bullying each year and 3.7 million are bullies



*“Do you feel safe at school
in Marin County (Grade 5)?*

Never – 3%

Some of the time – 8%

Most of the time – 24%

All of the time – 64%

2006 Marin County Safe and Healthy Kids Survey, Grade 5



Had mean rumors/lies spread 1-4+ times in past 12 months:

- 42% students grade 5
- 50% students in grade 7
- 40% students grade 9
- 35% students grade 11



Had sexual/jokes/comments/gestures made 1-4+ times in last 12 months

- 42% in grade 7
- 46% grade 9
- 44% grade 11

Made fun of because of looks/way talk 1-4+ times in last 12 months:



- **37% grade 7;**
- **36% grade 9;**
- **31% grade 11**



Been pushed, shoved or hit

- **40% grade 5**
- **38% grade 7**
- **33% grade 9**
- **21% grade 11**



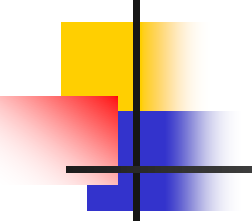
Been afraid of being beaten up

- 23% grade 7
- 22% grade 9
- 13% grade 11



Been in physical fight

- 24% grade 7
- 20% grade 9
- 11% grade 11



Harassment and bullying have been linked to 75 percent of school shooting incidents

- Including: the fatal shootings at Columbine High School near Littleton, Colorado, and Santana High School in Santee, California



Any harassment on school property in past 12 months

- 43% grade 7
- 42% grade 9
- 30% grade 11



By race/ethnicity/national origin

Grade 7: 15%

Grade 9: 16%

Grade 11: 13 %



By religion:

11% 7th grade;

13% 9th grade;

8% 11th grade



By gender

11% 7TH grade

12% 9th grade

9% 11th



By sexual orientation

10% 7th grade

9% 9th grade

5% 11th grade



LGBT perception = disproportionate risk

- Students perceived to be gay or lesbian are at disproportionate risk for bullying and harassment, reporting hearing anti-gay slurs 26 times per day
- 78% of 12 to 17 year olds reported having seen students tease or bully others who are lgbt or believed to be.

Nat'l MH Assoc, 2002



By physical/mental disability

- 5% 7th grade
- 8% 9th grade
- 5% 11th grade



For any other reason

27% 7th grade

27% 9th grade

18% 11th grade



Who bullies who?

- Boys bully both boys and girls
- Girls typically bully other girls



Where does it happen?

- Bullying is more likely to happen when large groups of students are supervised by a small number of adults, including during lunchtime, recess, PE and when kids change classes
- Most frequently happens in hallways



Students *most* common reaction

- Walking away
- Saying mean things back
- Hitting back
- Telling the bully to stop



Students *least* common reaction

- Telling an adult at the school



Tracking Incidents

- New studies show it is best to rely on teacher reports vs student reports of bullying



Adults are often unaware

- In one study, 70% of teachers believed that teachers intervene “almost always” while 25% of students agreed with this. (Charach et. Al, 1995)
- Most bullying goes undetected by school staff (Skiba & Fontanini, 2000)



Students Want Faculty To Respond

- “Watch out for us & don’t ignore us”
- “Pay attention and ask us what’s wrong”
- “Start caring more”
- “Believe us”
- “Punish the bullies”
- “Do something”



Damage awards costly

- In 2003, a CA school district was ordered to pay \$45,000 in damages to a student barred from gym class because she was a lesbian.
- Similar suits occurred in Visalia and Morgan Hill



The damage continues past the act of bullying...

- An estimated 160,000 children miss school every day out of fear of attack or intimidation by other students.
- One out of every 10 students who drop out of school does so because of repeated bullying.
- Victims of bullying are more likely to suffer physical problems such as common colds and coughs, sore throats, poor appetite and night waking.

The Effects Continue



- Those who are bullied are five times more likely to be depressed and far more likely to be suicidal.
- The effects of bullying can be long-lasting. By age 23, children who were bullied in middle school were more depressed and had lower self-esteem than their peers who had not been bullied.



Bullying Others

- Has been consistently associated with a heightened need for dominance, weapon carrying, fighting and positive attitudes toward the use of aggression as a means to resolve conflict.

(Olweus, 1999; Phillips, 2003)

What is AB 537?



The California Student Safety and
Violence Prevention Act of 2000

*Protects students and school
employees against discrimination
and harassment at all Calif.
public schools ...*



AB 537 cont.

Adds actual or perceived sexual orientation and gender identity to the existing nondiscrimination policy ...



Misdirections in Dealing With Bullying

- Anger Management
- Self-Esteem Building
- Conflict Resolution / Peer Mediation
 - (Mediation programs for bullies and victims are only appropriate in resolving conflicts between students with equal power)
- Simple short-term remedies
- Zero Tolerance / Student Exclusion Policies



Best practices & new directions

- School wide goals of becoming a community where students relate to each of other as equal in value , even if not equal in other ways.
- Policies that reflect the value of respect for all and challenge the idea that bullying is inevitable.
- Procedures that demonstrate how tensions can be resolved in peaceful ways.



Best Practices

- Atmosphere that encourages students to express their feelings & experiences about bullying and enables them to generate realistic ways to stay safe.
- Consistent rules and consequences for bullying



Implement a program that:

- Rejects explanations of bullying based on stereotypes (“boys will be boys”).
- Helps students become critical consumers of popular culture and discusses how bullying reflects broader social injustice.
- Incorporates a human rights perspective, that all human beings are entitled to an inalienable set of rights “simply because of their human status”.



Implement a program that:

- Gives solutions that faculty, parents & students can implement.
- Focuses on changing the bully's belief system of superiority
- Addresses the victim's belief system of inferiority
- Teaches bystanders not to collude



To reduce bullying change the climate

- Chronic bullies represent at most 10 to 15 percent of the student population at a school. If the remaining students learn not to collude with them, the motivational base of bullying would be diminished.

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Sources

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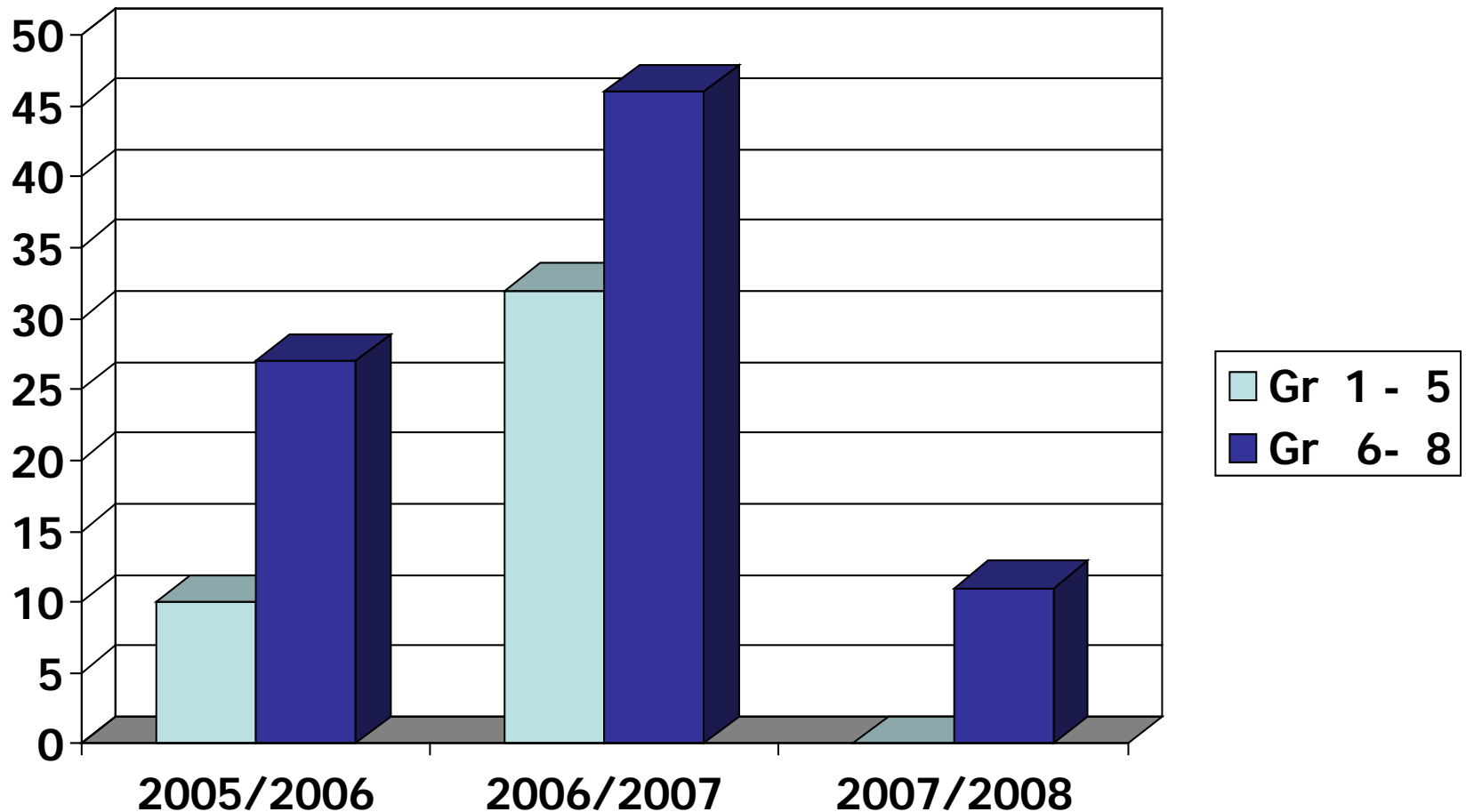
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Novato Charter School On It's Way!

“Denial” “Rubric” “Compassion”



2007 – 2008 *so far*

“Bullying is no longer a focus of my attention. Last year it seemed as if it was all I was doing (behavior reports and meeting with parents).”

Rachel Bishop, Novato Charter School Director

Ready for *Smart* R. E. P. A. I. R.S.?

Goal: Develop response procedure/rubric

Faculty consensus and trained to intervene?

Current reality _____

Action Step _____

Timeline _____

Resources _____

Needed _____

Evaluation _____

Goal: Engage, educate, & evaluate

School wide community goal established?
Student, teacher, parent education designed?
Evaluation designed?

Current reality	_____
Action Step	_____
Timeline	_____
Resources	_____
Needed	_____
Evaluation	_____

GOAL: Protect the school community

Anti bullying policies & procedures ready?

Current reality _____

Action Step _____

Timeline _____

Resources _____

Needed _____

Evaluation _____

Goal: Accept complaints and apply consistent rules

Faculty consensus on rubric? Rubric and behavior report forms ready? Parents notified of start date?

Current reality	_____
Action Step	_____
Timeline	_____
Resources	
Needed	_____
Evaluation	_____

GOAL: Investigate and problem solve

Lead staff identified and trained? Forms ready?

Current reality _____

Action Step _____

Timeline _____

Resources

Needed _____

Evaluation _____

GOAL: Reward and celebrate school community for smallest successes.

Success indicators/milestones identified?
Celebrations planned for achievements?

Current reality _____

Action Step _____

Timeline _____

Resources _____

Needed _____

Evaluation _____

GOAL: Survey school community periodically and schedule parent, teacher and student education as needed.

Surveys ready? Anti bullying programs chosen?

Current reality _____

Action Step _____

Timeline _____

Resources _____

Needed _____

Evaluation _____

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