



# DAVIS SCHOOL DISTRICT

Bullying, cyber-bullying, hazing & Retaliation training.



Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may **have serious, lasting problems**.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.



# WHAT IS BULLYING

Imbalance of Power

Repetition



# BULLYING VS. NORMAL CONFLICT

## **Normal Conflict:**

- Happens occasionally
- Accidental
- Not Serious
- Equal emotional reaction
- Not seeking power or attention
- Not trying to get something
- Remorseful--take responsibility
- Effort to solve the problem

## **Bullying:**

- Happens repeatedly
- Done on purpose
- Serious threat or harm
- Victim has strong emotional reaction
- Seeking power or control
- Trying to get material items
- No remorse—blames victim
- No effort to solve the problem



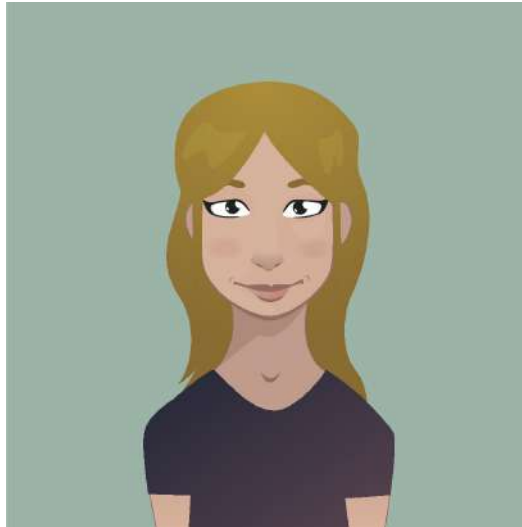
## Verbal Bullying



Saying or writing mean things.

- Teasing
- Name-Calling
- Sexual Comments
- Taunting
- Threats

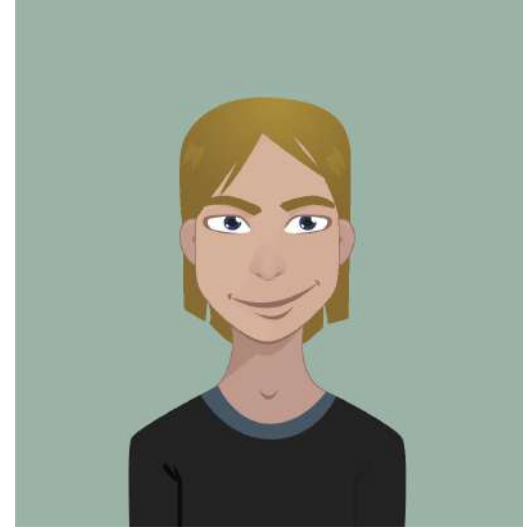
## Social Bullying



Relational bullying that involves hurting someone's reputation or relationships.

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors
- Embarrassing someone in public

## Physical Bullying



Involves hurting a person's body or possessions.

- Hitting, kicking, pinching
- Spritting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

# TYPES OF BULLYING





# WHERE AND WHEN BULLYING HAPPENS



- Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus. It can also happen travelling to or from school, in the youth's neighborhood, or on the Internet.
- The 2015 School Crime Supplement (National Center for Education Statistics and Bureau of Justice Statistics) indicates that, nationwide, about 21% of students ages 12-18 experienced bullying.
- The 2017 Youth Risk Behavior Surveillance System (Centers for Disease Control and Prevention) indicates that, nationwide, 19% of students in grades 9–12 report being bullied on school property in the 12 months preceding the survey.



# THE ROLES KIDS PLAY IN BULLYING

There are many roles that kids can play. Kids can bully others, they can be bullied, or they may witness bullying (circle of bullying). When kids are involved in bullying, they often play more than one role. Sometimes kids may both be bullied and bully others or they may witness other kids being bullied. It is important to understand the multiple roles kids play in order to effectively prevent and respond to bullying.

- **Kids who Bully**—Engage in bully behavior and often need support to change their behavior.
- **Kids who Assist**—May encourage bullying and occasionally join in.
- **Kids who Reinforce**—Not directly involved but encourage by laughing & supporting.
- **Outsiders**—Remain separate and often want to help but don't know how.
- **Kids who Defend**—Actively comfort child being bullied and defend.





# IMPORTANCE OF NOT LABELING KIDS

When referring to a bullying situation, it is easy to call the kids who bully others "bullies" and those who are targeted "victims", but this may have unintended consequences. When children are labeled as "bullies" or "victims" it may:

- Send the message that the child's behavior cannot change
- Fail to recognize the multiple roles children might play in different bullying situations
- Disregard other factors contributing to the behavior such as peer influence or school climate





# WHO IS AT RISK?

Most kids play more than one role in bullying over time. Every situation is different. It is important to note the multiple roles kids play, because:

- Those who are both bullied and bully others may be at more risk for negative outcomes, such as depression or suicidal ideation.
- It highlights the need to engage all kids in prevention efforts, not just those who are known to be directly involved.
- No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—cities, suburbs, or rural towns. Depending on the environment, some groups—such as lesbian, gay, bisexual, transgender or questioning (LGBTQ) youth, youth with disabilities, and socially isolated youth—may be at an increased risk of being bullied.







## Children at Risk of Being Bullied

Generally, children who are bullied have one or more of the following risk factors:

- Perceived as different from their peers (overweight/underweight, glasses, different clothing, unable to afford what others have)
- Perceived as weak/unable to defend self
- Depressed, anxious, low self-esteem.
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention.

## Children More Likely to Bully Others

Two types:

- Well-connected to peers, have social power, are overly concerned about their popularity and like to dominate or be in charge of others.
- Isolated from their peers and may be depressed or anxious, have low self esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

Risk Factors:

- Aggressive, less parental involvement, think badly of others, have difficulty following the rules, view violence in a positive way, have friends who bully others.



# SIGNS OF BULLYING

Look for changes in the child:

- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or jewelry.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits.
- Difficulty sleeping or frequent nightmares.
- Declining grades, loss of interest in school work, or not wanting to go to school.
- Sudden loss of friends or avoidance of social situations.
- Feelings of helplessness or decreased self-esteem.
- Self-destructive behaviors (running away, harming self, talking about suicide).

Talk to the children with signs of being bullied or bullying others! Not all children will ask for help. Warning signs can point to other issues!

If you know someone in serious distress or danger, don't ignore the problem. Get help right away!





# SIGNS A CHILD IS BULLYING OTHERS

- Kids may be bullying others if they:
  - Get into physical or verbal fights.
  - Have friends who bully others.
  - Are increasingly aggressive.
  - Get sent to the principal's office or to detention frequently.
  - Have unexplained extra money or new belongings.
  - Blame others for their problems.
  - Don't accept responsibility for their actions.
  - Are competitive and worry about their reputation or popularity.







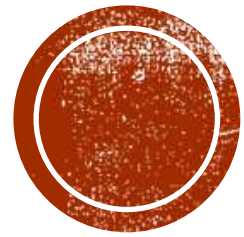
# WHY KIDS DON'T ASK FOR HELP

Statistics from the [2012 Indicators of School Climate of School Crime and Safety](#) show that an adult was notified in less than half (40%) of bullying incidents. Kids don't tell adults for many reasons:

- Bullying can make a child feel helpless. Kids may want to handle it on their own to feel in control again. They may fear being seen as weak or a tattletale.
- Kids may fear backlash from the kid who bullied them.
- Bullying can be a humiliating experience. Kids may not want adults to know what is being said about them, whether true or false. They may also fear that adults will judge them or punish them for being weak.
- Kids who are bullied may already feel socially isolated. They may feel like no one cares or could understand.
- Kids may fear being rejected by their peers. Friends can help protect kids from bullying, and kids can fear losing this support.







# EFFECTS OF BULLYING

Bullying can affect everyone—those who are bullied, those who bully, and those who witness bullying. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide. It is important to talk to kids to determine whether bullying—or something else—is a concern.

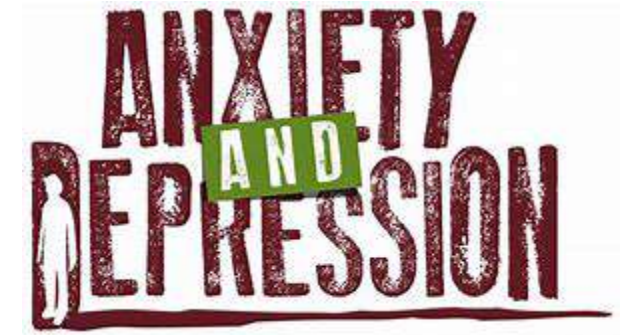
# KIDS WHO ARE BULLIED

- Kids who are bullied can experience negative physical, school, and mental health issues. Kids who are bullied are more likely to experience:
  - Depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
  - Health complaints
  - Decreased academic achievement—GPA and standardized test scores—and school participation. They are more likely to miss, skip, or drop out of school.
  - A very small number of bullied children might retaliate through extremely violent measures. In 12 of 15 school shooting cases in the 1990s, the shooters had a history of being bullied.





# EFFECTS OF BULLYING



## Kids Who Bully Others

Kids who bully others can also engage in violent and other risky behaviors into adulthood. Kids who bully are more likely to:

- Abuse alcohol and other drugs in adolescence and as adults
- Get into fights, vandalize property, and drop out of school
- Engage in early sexual activity
- Have criminal convictions and traffic citations as adults
- Be abusive toward their romantic partners, spouses, or children as adults

## Bystanders

Kids who witness bullying are more likely to:

- Have increased use of tobacco, alcohol, or other drugs
- Have increased mental health problems, including depression and anxiety
- Miss or skip school





# THE RELATIONSHIP BETWEEN BULLYING AND SUICIDE

Media reports often link bullying with suicide. However, most youth who are bullied do not have thoughts of suicide or engage in suicidal behaviors.

Although kids who are bullied are at risk of suicide, bullying alone is not the cause. Many issues contribute to suicide risk, including depression, problems at home, and trauma history. Additionally, specific groups have an increased risk of suicide, including American Indian and Alaskan Native, Asian American, lesbian, gay, bisexual, and transgender youth. This risk can be increased further when these kids are not supported by parents, peers, and schools. Bullying can make an unsupportive situation worse.







# DIVERSITY, RACE & RELIGION

- Schools and communities that respect diversity can help protect children against bullying behavior. However, when children perceived as different are not in supportive environments, they may be at a higher risk of being bullied.
- When bullying based on race or ethnicity is severe, pervasive, or persistent it may be considered harassment, which is covered under [federal civil rights laws](#).
- Often religious harassment is not based on the religion itself but on shared ethnic characteristics. When harassment is based on shared ethnic characteristics, or When bullying based on religion is severe, pervasive, or persistent, the Department of Education's Office for Civil Rights may be able to intervene under [Title VI of the Civil Rights Act](#).



Parents, schools, and communities can all play a role in helping LGBT youth feel physically and emotionally safe:

- Build strong connections and keep the lines of communication open. Some LGBTQ youth often feel rejected. It is important for them to know that their families, friends, schools, and communities support them.
- Establish a safe environment at school. Schools can send a message that no one should be treated differently because they are, or are perceived to be, LGBTQ. Sexual orientation and gender identity protection can be added to school policies.
- Create gay-straight alliances (GSAs). GSAs help create safer schools. Schools must allow these groups if they have other “non-curricular” clubs or groups. Learn more about the [right to form a GSA under the Equal Access Act](#).
- Protect privacy. Be careful not to disclose or discuss issues around being LGBT with parents or anyone else.

Federal civil rights laws do not cover harassment based on sexual orientation. Often, bullying towards LGBTQ youth targets their non-conformity to gender norms. This may be sexual harassment covered under Title IX.



## LGBTQ

LGBTQ are at an increased risk of being bullied. There are important and unique considerations for strategies to prevent and address bullying of LGBTQ youth.

It is important to [build a safe environment](#) for all youth. All youth can thrive when they feel supported.





Special considerations are needed when addressing bullying in youth with disabilities. There are resources to help kids with disabilities who are bullied or who bully others. Youth with disabilities often have Individualized Education Programs (IEPs) or Section 504 plans that can be useful in crafting specialized approaches for preventing and responding to bullying. These plans can provide additional services that may be necessary. Additionally, civil rights laws protect students with disabilities against harassment.

When bullying is directed at a child because of his or her established disability and it creates a hostile environment at school, bullying behavior may cross the line and become “disability harassment.” Under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, the school must address the harassment.



## **YOUTH WITH DISABILITIES & SPECIAL HEALTH NEEDS.**

Children with disabilities—such as physical, developmental, intellectual, emotional, and sensory disabilities—are at an increased risk of being bullied. Any number of factors—physical vulnerability, social skill challenges, or intolerant environments—may increase the risk.



Peer support is an important protective factor against bullying. By working together, teachers, parents and students can develop peer education, team-building, and leadership activities that foster friendships, build empathy, and prevent bullying to make schools safer and inclusive for all students, including children with special healthcare needs.



# PEER SUPPORT





**Peer Conflict**-It is not bullying when two kids with no perceived power imbalance fight, have an argument, or disagree. Conflict resolution or peer mediation may be appropriate for these situations.

**Teen Dating Violence**-Teen dating violence is intimate partner violence that occurs between two young people who are, or once were, in a relationship.

**Hazing**-Hazing is the use of embarrassing and often dangerous or illegal activities by a group to initiate new members.

**Gang Violence**-There are specialized approaches to addressing violence and aggression within or between gangs.

**Harassment**-Although bullying and harassment sometimes overlap, not all bullying is harassment and not all harassment is bullying. Under [federal civil rights laws](#), harassment is unwelcome conduct based on a protected class (race, national origin, color, sex, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment.

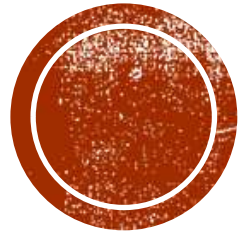
**Stalking**-Stalking is repeated harassing or threatening behavior such as following a person, damaging a person's property, or making harassing phone calls.




## OTHER TYPES OF AGGRESSIVE BEHAVIOR

There are many other types of aggressive behavior that don't fit the definition of bullying. This does not mean that they are any less serious or require less attention than bullying. Rather, these behaviors require different prevention and response strategies.





# CYBER BULLYING



- Personal Websites
- Blogs
- E-mail
- Texting
- Social Networking Sites
- Chat Rooms
- Message Boards
- Instant Messaging
- Photographs
- Video Games

As the use of technology itself has evolved, so has the ability to bully. Bullying, once restricted to the school or neighborhood, has now moved into the online world. Bullying through electronic means is referred to as “cyberbullying.”



# HOW CYBER BULLYING IMPACTS STUDENTS

- Those who are cyberbullied are also likely to be bullied offline
- Serious emotional problems (anxiety, low self-esteem, depression, stress, and suicide ideation).
- A feeling of uncontrollability because they have less control over who views the bullying and less ability to make the bullying stop.
- Those who cyberbully are more likely to have anxiety, depression, less life satisfaction, less self-esteem, and face drug & alcohol abuse.







# CYBER BULLYING

- Both cyberbullies and targets of cyberbullying report less school satisfaction and achievement.
- Motivations behind cyberbullying include a lack of confidence or desire to feel better about themselves, a desire for control, finding it entertaining, and retaliation.
- Targets of cyberbullying have a greater chance of becoming bullies themselves. Cyberbullies have a greater risk at being bullied in return, resulting in a vicious cycle. Being a cyberbully contributes to a twenty-fold increase of also being a target of cyberbullying.
- Because cyberbullying can occur anonymously, cyberbullies can act more aggressively as they feel there will be no consequences.







# DISTRICT & SCHOOL POLICIES

A school employee or student shall not engage in bullying a school employee or student:

1. On school property
2. At a school related or sponsored event
3. On a school bus
4. At a school bus stop
5. While the school employee or student is traveling from a location or event





# DISTRICT AND SCHOOL POLICIES

A School employee or student shall not engage in hazing or cyber-bullying a school employee or student at any time or in any location.

A school employee or student shall not engage in retaliation against:

1. A school employee
2. A student
3. An investigator for, or witness of, an alleged incident of bullying, cyber-bullying, hazing, or retaliation.





A School employee or student shall not make a false allegation of bullying, cyber-bullying, hazing or retaliation against a school employee or student.

Any bullying, cyber-bullying, or hazing that is found to be targeted at a federally protected class is further prohibited under federal anti-discrimination laws and is subject to compliance regulations from the Office for Civil Rights.

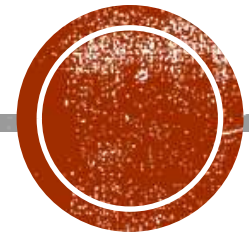


# DISTRICT AND SCHOOL POLICIES



# INVESTIGATION

All allegations of bullying, cyber-bullying, and/or hazing and retaliation will be investigated and disciplinary action may be taken.





**SAY SOMETHING! DO SOMETHING!** If you are being bullied or know of someone that is being bullied, let someone know. This can be a principal, teacher, counselor, parent or someone else you can trust. SAFEUT is one place that you can submit tips on bullying.



**WHAT TO DO IF YOU OR SOMEONE  
YOU KNOW IS BEING BULLIED**





## ADDITIONAL RESOURCES

Contact the [National Suicide Prevention Lifeline](#) online or at 1-800-273-TALK (8255). The toll-free call goes to the nearest crisis center in our national network. These centers provide 24-hour crisis counseling and mental health referrals.

Find a local counselor or other mental health services.





Davis School District  
RECORD OF PARENT NOTIFICATION OF STUDENT THREAT OR INCIDENT

This form is a record required to be maintained securely and confidentially by the school consistent with Utah Code Ann. §53A-11a-203(3) following parent notification of student suicide threat, bullying incident, cyber-bullying incident, harassment incident, hazing incident or retaliation incident. THIS FORM SHOULD NOT BE USED TO NOTIFY PARENT(S) OF THE INCIDENT.

Student's name: \_\_\_\_\_

Parent's name: \_\_\_\_\_

Date of incident: \_\_\_\_\_

Parent was notified of the incident by: \_\_\_\_\_  
School Administrator's Name

Parent was notified on : \_\_\_\_\_ by: ☐ phone ☐ email ☐ mail ☐ other  
Date

Parent was notified of ☐ suicide threat  
☐ bullying incident  
☐ cyber-bullying incident  
☐ harassment incident  
☐ hazing incident  
☐ retaliation incident

Provide parent contact information: \_\_\_\_\_

Signature of School Administrator: \_\_\_\_\_

Form can be found in Encore:

- Student Summary
- Print Forms Screen
- Parent Notification (Blank)

Form can also be found, along with **Bully Prevention resources**, on Student and Family Resources page:

- Prevention
- Bully Prevention

# REQUIRED PARENT NOTIFICATION

According to Policy R277-613:

Model training and training opportunities shall be provided on:

- the prevention and identification of bullying, cyber-bullying, hazing, and retaliation, that an LEA may use to train the LEA's employees, contract employees, and volunteers, including coaches; and
- the reporting and review requirements in Section R277-613-5;

Enter in Encore

- Discipline Incident
- Add New Record
- Pick Category (Safe School or Non-Safe School)
- Notify Parent





# REFERENCES

<https://www.stopbullying.gov>

