

EAST HADDAM PUBLIC SCHOOLS
A Guide To Preventing Bullying
In Our Schools

BRAVE ENOUGH



TO BE KIND

Reference: Connecticut State Department of Education
January 2001

The Right to Learn in Safety - A Civic Principle

The students and adults of Connecticut want safe, caring communities and nurturing, intellectually challenging schools. Education should be inviting and supportive for all students; yet some silently fear going to school.

What is Bullying and Why Is It a Problem?

Bullying is a common and potentially harmful form of violence among children that occurs in both school and community settings. Bullying among primary school children has been identified as one precursor to more aggressive and sometimes violent behavior in later grades.

A person is being bullied when he or she is the target of negative actions undertaken by one or several other individuals who are more powerful than the target in some way. Negative actions, which are repeated over time, can begin with name calling or social isolation and can build to actual attacks and/or attempts to injure or humiliate another person, including physical and verbal aggression, social alienation, intimidation, racial and ethnic harassment and sexual harassment.

The prevalence of bullying and the seriousness of its outcomes are significantly underestimated by many adults. Bullying not only hurts the bully and the target; it also impacts the overall school climate and learning environment. Impact on the child who is bullied can include depression, isolation, poor school attendance, and diminished grades. At the extreme, bullied children can exhibit patterns of irrational retaliation. Studies clearly show that early identification and intervention can help the bully, the targeted child and the bystanders.

Reference:

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Excerpt from East Haddam Board of Education Policy

The East Haddam Board of Education believes that a school climate that is conducive to teaching and learning must be free from threat, harassment and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited and will not be tolerated.

A comprehensive program involving everyone in the schools and the community to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school-wide, classroom and individual.

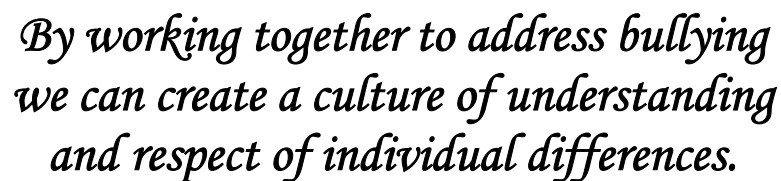
Definition of Bullying

Bullying, as defined by Connecticut statute, is “any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds, at a school sponsored activity, or on school provided transportation and which acts are repeated against the same student over time.” It can also be defined as repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviors, such as, but not limited to:

1. physical violence and attacks;
2. verbal taunts, name-calling and put-downs including ethnically-based and gender-based verbal put-downs;
3. threats and intimidations; and
4. extortion or stealing of money and/or possessions.

Response to Alleged Acts of Bullying:

1. Students may report bullying situations anonymously to members of the school staff.
2. Parents/guardians may report bullying situations to members of the school staff in writing.
3. Student and/or parent/guardian reports shall be reported to the school administration.
4. School administrators shall investigate, in a timely fashion, parents' written reports and review students' anonymous reports to determine the action required.
5. Written notice shall be provided to the parents/guardians of a child involved in a verified act of bullying. The notice shall describe the school's response and any consequences that may result from further acts of bullying.
6. A list shall be maintained in the Principal's office of verified bullying acts. Such list is available upon request to the public.
7. Language about bullying and the scope of the policy shall be included in all student/parent/employee handbooks.



*By working together to address bullying
we can create a culture of understanding
and respect of individual differences.*

Bullying is a word we often hear, yet many of us do not fully understand the meaning of the term. **Bullying** can take many forms and can include many different behaviors.

BULLYING BEHAVIORS CHART*					
MILD	MODERATE				SEVERE
PHYSICAL AGGRESSION					
<ul style="list-style-type: none"> • Pushing • Shoving • Spitting 	<ul style="list-style-type: none"> • Kicking • Hitting 	<ul style="list-style-type: none"> • Defacing property • Stealing 	<ul style="list-style-type: none"> • Physical acts that are demeaning and humiliating, but not bodily harmful (e.g., de-panting) • Locking in a closed or confined space 	<ul style="list-style-type: none"> • Physical violence against family or friends 	<ul style="list-style-type: none"> • Threatening with a weapon • Inflicting bodily harm
SOCIAL ALIENATION					
<ul style="list-style-type: none"> • Gossiping • Embarrassing 	<ul style="list-style-type: none"> • Setting up to look foolish 	<ul style="list-style-type: none"> • Ethnic slurs • Setting up to take the blame 	<ul style="list-style-type: none"> • Publicly humiliating (e.g., revealing personal information) • Excluding from group • Social rejection 	<ul style="list-style-type: none"> • Maliciously excluding • Manipulating social order to achieve rejection • Malicious rumor-mongering 	<ul style="list-style-type: none"> • Threatening with total isolation by peer group
VERBAL AGGRESSION					
<ul style="list-style-type: none"> • Mocking • Name calling • Dirty looks • Taunting 	<ul style="list-style-type: none"> • Teasing about clothing or possessions 	<ul style="list-style-type: none"> • Teasing about appearance 	<ul style="list-style-type: none"> • Intimidating phone calls 	<ul style="list-style-type: none"> • Verbal threats of aggression against property or possessions 	<ul style="list-style-type: none"> • Verbal threats of violence or inflicting bodily harm
INTIMIDATION					
<ul style="list-style-type: none"> • Threatening to reveal personal information • Graffiti • Publicly challenging to do something 	<ul style="list-style-type: none"> • Defacing property or clothing • Playing a dirty trick 	<ul style="list-style-type: none"> • Taking possessions (e.g., lunch, clothing, toys) 	<ul style="list-style-type: none"> • Extortion 	<ul style="list-style-type: none"> • Threats of using coercion against family or friends 	<ul style="list-style-type: none"> • Coercion • Threatening with a weapon
RACIAL AND ETHNIC HARRASSMENT					
<ul style="list-style-type: none"> • Joke telling with racial or ethnic targets 	<ul style="list-style-type: none"> • Exclusion due to ethnic or cultural group membership 	<ul style="list-style-type: none"> • Racial or ethnic slurs, put downs 	<ul style="list-style-type: none"> • Verbal accusations, insults • Public humiliation 	<ul style="list-style-type: none"> • Destroying or defacing property due to ethnic or cultural group membership 	<ul style="list-style-type: none"> • Physical or verbal attacks due to group membership
SEXUAL HARASSMENT					
<ul style="list-style-type: none"> • Sexual or “dirty jokes” • Conversations that are too personal 	<ul style="list-style-type: none"> • Howling, catcalls, whistles • Leers and stares 	<ul style="list-style-type: none"> • “Snuggies” (pulling underwear up at the waist) • Repeatedly asking someone out when he or she isn’t interested 	<ul style="list-style-type: none"> • Spreading sexual rumors • Pressure for sexual activity • De-panting • Bra snapping 	<ul style="list-style-type: none"> • Cornering, blocking, standing too close, following too close 	<ul style="list-style-type: none"> • Sexual assault and attempted sexual assault • Rape

*from *Bully Proofing Your School: A Comprehensive Approach for Middle School* by Maria Bonds and Sally Stoker, Scopris Press, 2000. Used with permission by the authors.

Bullying Facts

- ◆ Bullies have little empathy for their victims and show little remorse about bullying. (Olweus, 1987)
- ◆ Boys and girls are equally likely to report being victimized. (Pepler et al., 1977)
- ◆ Victimization decreases across grade levels: 26% of grades 1-3 children report victimization compared to 15% of grades 4-6 and 12% of grades 7-8 children. (Pepler et al., 1997)
- ◆ Children in lower grades are more likely to be victims of same-age bullies. Younger students experience more direct bullying, whereas older students experience more indirect bullying. (Olweus, 1993)
- ◆ Research has not supported the popular stereotype that victims have unusual physical traits. (Olweus, 1991)
- ◆ Victims often report low self-esteem, likely because of repeated exposure to victimization. (Besag, 1989)
- ◆ Both boys and girls who are victimized report symptoms of depression, such as sadness and loss of interest in activities. (Slee, 1995) (Craig, 1997)
- ◆ Bullies/victims are the most insecure, the least likeable, and the most unsuccessful in school. (Stephenson and Smith, 1989)
- ◆ Bullies/victims are often strong and easily provoked. (Besag, 1989)
- ◆ Children who are bully-victims appear to be at the greatest risk for adjustment difficulties. (Craig and Pepler, 1995)
- ◆ 6% of 4,743 children in grades 1 to 8 admitted bullying others “more than once or twice” in the past six weeks. (Pepler et al., 1997)
- ◆ Bullying occurs in school playgrounds every 7 minutes and once every 25 minutes in class. (Pepler et al., 1997)
- ◆ Boys report more physical forms of bullying; girls tend to bully in indirect ways, such as gossiping and excluding. (Pepler et al., 1997)

EAST HADDAM PUBLIC SCHOOLS
MOODUS, CONNECTICUT
STUDENT BULLYING COMPLAINT FORM

Student's Name: _____

School: _____ Grade/Teacher _____

Home Address: _____

Telephone: _____

Complaint filed against (name/position):

Description of complaint: *(Please include timeframes, frequency of offense, and specific details)*

Witnesses (if applicable)

Name/Position	Address	Telephone
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Signatures

Complainant: _____

Date: _____ Relationship: _____
(if other than student)

School Official: _____

Date: _____ Title: _____