

Bullying:

Needham Public School Policy and
What Parents and Kids Can Do

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Introduction

- The NPS plan for preventing and dealing with bullying provides the following information:
 - Policy and Handbook revisions
 - Anti-bullying Curriculum K-12
 - Procedures for addressing bullying at TEAM meetings
 - Reporting and investigation procedures
 - Plans for professional development
 - Plans for parental education and input
 - Resources available to targets, aggressors and families

Bullying Prevention and Intervention Key Points

- Curriculum
- Policy and Handbook documents
- Reporting and investigating
- Resources for students
- Special Education procedures

Team determines - does the student's disability affect social skills development?

Team determines - may the student participate in or be vulnerable to bullying teasing, harassment?

If yes, the Team considers what should be included in the IEP to develop the skills/proficiencies to avoid or respond to teasing, harassment or bullying.

Bullying Prevention and Intervention Plan

Next Steps:

- The Bullying Plan will be posted on-line for parent and community comments
- Submit the Plan by December 31
- What else do we need to do?
- Curriculum development and implementation
- Get website up and running for parents to access
- Collect discipline data and gather more information about incidences of bullying/MWAHS one source
- School-based plans for recess, lunchrooms, etc. to reduce challenges at those times
- Annual review of the Plan

Agenda

- Bullying vs. conflict
- What is conflict?
- What is bullying?
- Bullying and Special Education Students
- How do we **STOP** bullying?
- How do we **RESPOND** to bullying?

What is Conflict?

- All people (including **friends**) experience conflict!!
- Conflict is a disagreement that happens when people want different things.
- Conflict is solved when people:
 - Identify the problem
 - Work together for a fair solution
- Conflict is **NOT** bullying!

What is Bullying?

- Bullying is when someone . . .
- **Bullying is:**
 - Unfair and one-sided;
 - It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Power



**Happens
Again and
Again**



Types of Bullying

- There are all kinds of bullying:

Behind your Back

Cyber bullying
Texting
Gossip
Excluding Someone

Face to Face

Threats (physical and verbal)
Excluding Someone
Rude comments
- Bodies
- Culture
- Race
- Sexuality
- Clothes

Special Education Students and Bullying

- Special Education students are particularly vulnerable to bullying.
- School personnel have a special responsibility to special education students.
- Parents and school personnel must work together to assist special education students in preventing bullying.

ACTIVITY

- Break into your groups
- Review the situations on your handout and decide is it:
 - Conflict
 - Bullying
 - ✦ Behind your back?
 - ✦ Face to face?

Situation #1

- Last year, you and a friend worked together on a science fair project. You wanted to work with that friend again this year, but he just told you that he is working with someone else because “you’re SPED.” You are very upset and anxious for the rest of the day.

CONFLICT

What Kids Can Do

- **Recognize**
- **Refuse**
 - Speak out if it is safe
 - Ask someone to go get help
 - Get away as soon as possible
- **Report**
 - Tell a trusted adult who can help.

The NPS Response

- Investigation by school administration
- Parental notification
- Written incident report on file
- Increasingly severe formal consequences
- Create a safety plan for aggressor and/or target, as needed
 - May include faculty supports
 - May include structural supports
- Counseling for the aggressor and mandated meeting
- Referral to outside supports, as needed

What Parents Can Do

- Get the facts
 - Ask gently and get specific details
 - Who? Where? When? How often? Were there witnesses?
- Do not interview other children or the bully.
- Report the facts to school administration.
- Ask what the plan will be for the bullying to stop.
 - NOTE – By federal law, administrators cannot tell you about disciplinary action taken against another child. You do, however, have a right to know what administrators will do to keep your child safe.

Peer Aggression/Bullying

The Ellet School has a defined process for responding to reports of peer aggression or bullying. The consequence chart found in this manual describes various types and forms of bullying. Please remember that bullying is characterized by an imbalance of power (size, age, social status, ability, popularity) and that power may be physical, psychological and/or emotional. Bullying is not reciprocal, and intentional. Do not assume your child can handle this on his/her own so if you are concerned that your child may be the victim of peer aggression or abuse, please notify your child's teacher.

1st Offense	2nd Offense	3rd Offense	Other
Caroline/harmful remarks: Rude or thoughtless rather than malicious. They are not repetitive.			
repeat verbally to offending child complete TIF and incident report at noon weekly check in	repeat verbally to offending child complete TIF at noon	repeat verbally to offending child complete TIF at noon no staff and TIF reports sent home	omit if not in verbal hearing
Verbal/ Written Teasing or Taunting / Encouraging Peer Aggression: (swears, negative, hostile to target's feelings—may be said directly to or about child while he/she laughing may be serious in view of encouraging peer aggression this can also be egging on teasing/fighting—can be chronic)			
repeat verbally to offending child complete TIF and incident report at noon weekly check in	repeat verbally to offending child complete TIF at noon and incident report child call parent in staff presence reports sent home	repeat verbally to offending child complete TIF at noon and incident report child call parent in staff presence reports sent home child loses 2 more recesses	after 3 incidents, child is suspended will remain in principal's presence after school detention
Physical Threats: Includes verbal, written, non-verbal gestures, notes, or possession held up as a threat. Can be a clenched fist, showing a finger across the street, pointing or laughing someone's property.			
repeat verbally to offending child complete TIF and incident report at noon child call parent in staff presence after school detention weekly check in	child taken to principal's office complete TIF and incident report at noon child call parent in principal's presence two day suspension—or require outside evaluation. DOE report filed by principal parent/child/principal meeting conference weekly check in	child taken to principal's office complete TIF and incident report at noon child call parent in principal's presence 10 day suspension—requires outside evaluation DOE report filed by principal parent/child/principal meeting conference weekly check in	after 3 incidents, child is suspended for 5 days parent conference and develop an individual plan for child detention times for child to talk to principal C.I.T. reports filed
Physical Harassment: Involves teasing that is harmful or that is unlikely to cause injury. pinching, pulling away hair, abuse, taunts, grabbing, lock-downing someone's pathway			
child taken to principal—staff complete incident report in violation TIF child call parent in principal's presence after school detention weekly check in	child taken to principal—staff complete incident report complete TIF child call parent in principal's presence one day suspension parent/child/principal meeting conference weekly check in	child taken to principal—staff complete incident report complete TIF child call parent in principal's presence 10 day suspension parent/child/principal meeting conference weekly check in	after 3 incidents, child is suspended for 5 days outside evaluation develop individual plan detention times for child to talk to principal
Physical Attacks or Assault: Includes but not limited to pushing, shoving, hitting, punching, pinning down or ground, cutting someone's hair, etc.			
child taken to principal—staff complete incident report in violation TIF Parent call me to take child home for safety. weekly check in	child taken to principal—staff complete incident report and TIF two day suspension (DOE report filed) parent/child/principal meeting conference weekly check in	child taken to principal and three day suspension (DOE report filed) outside evaluation required before returning parent/child/principal meeting conference develop individual plan	follow previous protocol and develop individual plan. Continue suspension and C.I.T. times every report 10 day suspension (consequences)

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