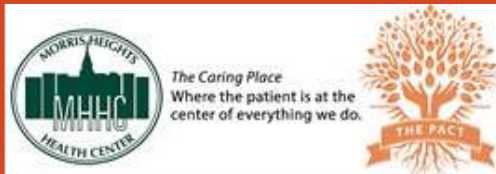


# BULLYING: SIGNS AND PREVENTION

Morris Heights Health Center — School Based Health Clinic Social Work Team



# TELL ME WHAT YOU SEE

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What are the behaviors?

How long has this behavior been occurring?

How does disruptive behavior interfere with your class?

What do you do about the behavior?

Who can you outreach to?

What are the patterns of behavior and the patterns leading up to the behavior?

What are the reactions of the other students?

What consequences do you see?

# WHAT DOES IT INVOKE IN YOU

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## Your Feelings

Helplessness

Fear

Anger

Annoyance

Overwhelmed

Frustration

## Reactions

Yelling

Ignoring

Removing student from class

Calling security

Sending student to Social Worker/counselor

Calling Guardian

Bullying the student

Labeling the Student

# CHANCELLOR REGULATIONS ON BULLYING: WHAT DO THEY SAY?

# THE REGULATIONS

A-832 STUDENT-TO-STUDENT DISCRIMINATION, HARASSMENT, INTIMIDATION, AND/OR BULLYING 8/21/2013



## Regulation of the Chancellor

Number: A-832  
Subject: STUDENT-TO-STUDENT DISCRIMINATION, HARASSMENT, INTIMIDATION, AND/OR BULLYING  
Category: STUDENTS  
Issued: AUGUST 21, 2013

### SUMMARY OF CHANGES

This regulation supersedes Chancellor's Regulation A-832, dated October 12, 2011. It establishes a procedure for the filing, investigation, and resolution of complaints of student-to-student bias-based harassment, intimidation, and/or bullying.

#### Changes

- Expands the regulation to prohibit discrimination and all bullying, harassment and intimidation. (§ I)
- Clarifies that actions taken on account of a student's actual or perceived protected class status are prohibited. (§ I)
- Clarifies the definition of prohibited harassment, bullying and intimidation. (§ I.C)
- Clarifies the types of information technology that can be used to engage in prohibited behaviors. (§§ I.D, E)
- Sets forth requirements for replacing RFAs who vacate their positions or are temporarily unable to perform their positions. (§ II.A)
- Requires that staff who witness or are provided with information regarding student-to-student discrimination, harassment, intimidation, and /or bullying report the allegation within one school day and file a written report within 2 school days of oral report. (§ II.D)
- Clarifies how the results of investigated complaints of discrimination and harassment, bullying and/or intimidation are reported to the subject of the complaint. (§ III.E)
- Expands the type of training that must be provided to staff and clarifies that staff, includes non-instructional staff. (§§ V.D,E )
- Attachments have been revised to reflect changes to the regulation.

- Prohibit discrimination and all bullying, harassment and intimidation.
- Clarifies that actions taken on account of a student's actual or perceived protected class status are prohibited.
- Clarifies the definition of prohibited harassment, bullying and intimidation.
- Clarifies the types of information technology that can be used to engage in prohibited behaviors.
- Sets forth requirements for replacing RFAs who vacate their positions or are temporarily unable to perform their positions.
- Requires that staff who witness or are provided with information regarding student-to-student discrimination, harassment, intimidation, and /or bullying report the allegation within one school day and file a written report within 2 school days of oral report.
- Clarifies how the results of investigated complaints of discrimination and harassment, bullying and/or intimidation are reported to the subject of the complaint.

Expands the type of training that must be provided to staff and clarifies that staff, includes non-instructional staff.

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# THE REGULATIONS REPORTING FORM A-832

[https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/a-832-reporting-form.pdf?sfvrsn=43ca4491\\_6](https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/a-832-reporting-form.pdf?sfvrsn=43ca4491_6)

**COMPLAINT/REPORTING FORM**  
**Student-to-Student Discrimination, Harassment, Intimidation and/or Bullying**  
**Chancellor's Regulation A-832**

*Please complete form as clearly and with as much detail as possible and to the extent you have such information.*  
Reporter Information

Name: \_\_\_\_\_

School/DEN: \_\_\_\_\_

Are you making this report because you were a **victim of an incident** of student-to-student discrimination, harassment, intimidation and/or bullying?  
Yes  No

Are you making this report because you **witnessed an incident** of student-to-student discrimination, harassment, intimidation and/or bullying?  
Yes  No

Are you making this report because an incident of student-to-student discrimination, harassment, intimidation and/or bullying was **reported to you**?  
Yes  No

**If yes –please indicate:**

- the name/title of the person who reported it to you:  
\_\_\_\_\_
- date you verbally reported incident to principal/designee or the Respect for All (RFA) liaison:  
\_\_\_\_\_
- the name of the principal/designee or RFA liaison to whom you reported the incident:  
\_\_\_\_\_

Name(s) of the students involved in the incident:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date(s), time(s), and location(s) where the alleged behavior occurred (if known):  
\_\_\_\_\_

**COMPLAINT/REPORTING FORM**  
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\_\_\_\_\_  
\_\_\_\_\_

Please describe the incident as clearly and with as much detail as possible (use additional pages if necessary):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you believe that the behavior you are reporting is bias-based, check the boxes below that apply:

- Color
- Race
- Creed
- Religion
- Disability
- Retaliation (for complaint)
- Ethnicity
- Weight
- National Origin
- Citizenship/Immigration Status
- Gender
- Gender Identity
- Gender Expression
- Sexual Orientation

Please list the names of any witnesses or any individuals who may have information about the incident:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## WHERE CAN THEY BE BULLIED

In a classroom, in the hallway, in the bathroom, in the playground, in the lunchroom, and online.

# SETTINGS

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Cyberbullying, unlike “traditional” bullying, doesn’t just occur in the park or just outside the school. It occurs in a variety of venues and mediums in cyberspace and it occurs most often where teenagers congregate.

It is important to realize where cyberbullying occurs since you can be there to either prevent it or take-action if you see it occurring.

When many teenagers hung-out in chat rooms, most of the cyberbullying reported took place in chat rooms. With the more recent changes in technology, the youth population has been drawn to social networking sites, like Facebook, and video sharing sites, like YouTube. As a result, there has been an increase in reports of cyberbullying on social networking sites and video sharing sites. In addition, instant messaging and texting appear to be common ways in which youth are harassing others.

Even newer than social networking, video sharing, texting and instant messaging is the appearance of cyberbullying in portable gaming devices, in 3-D virtual worlds and social gaming sites, and in newer interactive sites such as Formspring and ChatRoulette.

## Cyberbullying





# WHO IS RESPONSIBLE FOR CHANGE

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Not me

The Community: Not me

The Parent: not me

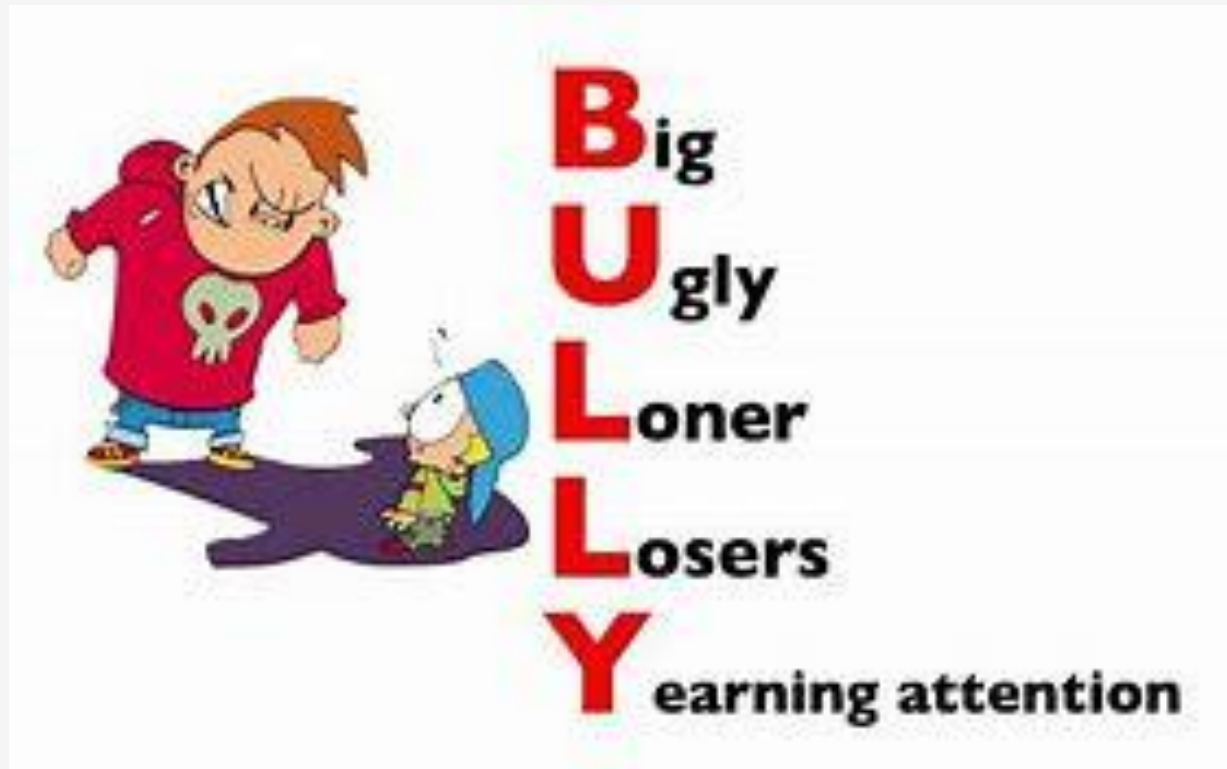
The Student: not me

The Social Work: not me

School Administrators: Not me

The System: no me

# WHAT KINDS OF THINGS ARE USED AS EXCUSES TO BULLY



Clothes

Religion

National origin

Dialect

# WHAT DOES YOUR SCHOOL DO TO CREATE ACCESS TO ALL

What are the demographics of your school?

How does the demographics of your school encourage bullying?

What service have been put in place to successfully integrate you students?

What other ideas would you like to incorporate?



# WHAT ARE THE RESOURCES FOR YOUR GUARDIANS: HOW ARE THEY INFORMED OF THE RESOURCES

School and Guardian collaboration

Filing a report: who receives this and how is the disposition communicated

Mediation: what are the obstacles to a fair mediation

Restorative Justice: Does it exist in your school

What is your Social-Emotional Intelligence Program

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\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# ARE WE TRAUMA INFORMED

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## What is the trauma of the student

Loss of family

Loss of home

Abuse: Sexual, Physical, Emotional,  
Neglect

Domestic Violence

Witness of a violent crime

Victim of a violent crime

Victim of war crimes

## What is the trauma of the community

Low income

Crime/Violence

Lack of affordable housing

Lack of Resources

# WHAT CAN I DO

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## Personally

Pay Attention

Don't ignore it

When you see something – do something

Remain calm

Deal with students individually

Don't make the student involved apologize and/or shake hands on the spot

Hold bystanders accountable

Listen and don't pre-judge

Get appropriate professional help

## As a school

Understand the Chancellor's Regulations

Create a safe environment for reporting

Provide formal Conflict Resolution and Peer Mediation Services

Provide activities that teach students about bullying

Encourage victims to attend Group Therapy

# BARRIERS

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## At school

Large Classroom

Lack of Resources

Unsupportive/Defensive Guardians

## In the community

Lack of Resources



# WHAT ABOUT THE BULLY

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## What is happening to them

Poor social skills

Isolation

Increased Irritability

Increased Depression Symptoms

Decrease in Academic Performance

Increase in Acting Out Behavior

## What services do they need

Psychotherapy

Mediation Services

Transfer to Another School

# SOLUTIONS

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## For staff

Know the facts before your act

Refer them for an evaluation

Validate their feelings

Consult with a social work during your guidance worker meetings

Avoiding making a judgement

## For Victim

Limit personal information shared

Talk to people

Never go somewhere to meet a person you've met online

Do not post pictures of your body online

Be respectful of others

Never give out your password

Save whatever evidence you have

Stand up and say something