

# Bullying Prevention

University Academy

Lunch & Learn

October 20, 2017

Presented by:

Kate Pankey, Synergy Services

**(Updated) Prohibition Against Bullying**  
Board Policy 32

University Academy is committed to maintaining a learning and working environment free of any form of bullying or intimidation. Bullying is strictly prohibited on school grounds, or school time, at a school sponsored activity or in a school related context.

Bullying is the intentional action by an individual or group of individuals:

- to inflict intimidation, unwanted aggressive behavior, or harassment that is repetitive or is substantially likely to be repeated and causes a reasonable student to fear for his or her physical safety or property;
- substantially interferes with the educational performance, opportunities, or benefits of any student without exception; or
- substantially disrupts the orderly operation of the school.

Bullying may consist of physical actions, including gestures, or oral, cyber bullying, electronic, or written communication, and any threat of retaliation for reporting acts of bullying.

Cyber bullying means bullying as defined above through the transmission of a communication including, but not limited to, a message, text, sound, or image by means of an electronic device including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. University Academy may prohibit and discipline for cyber bullying that originates on University Academy campus or at a University Academy activity if the electronic communication was made using the school's technological resources. It also applies if there is a sufficient nexus to the educational environment, or if the electronic communication was made on University Academy's campus or at a University Academy activity using the student's own personal technological resources. Further, students who engage in significant acts of misconduct off campus which materially and adversely impact the education of University Academy students will be subject to discipline.

Bullying, as defined in this policy, is strictly prohibited. Students are encouraged to report any incident of bullying which they have witnessed or incurred, by contacting their building principal. University Academy employees are required to report any instance of bullying of which the employee has witnessed within two (2) school days of the occurrence. Employees shall report the occurrence to the building principal, who is the person University Academy, designates to receive reports of incidents of bullying. A principal who receives a report of an incident of bullying shall initiate an investigation into the allegations within two (2) school days of receipt of the report. The principal may assign other employees to assist in the investigation, or request that the superintendent assign an outside investigator. The investigation shall be completed within ten (10) school days from the date of the written report of bullying unless good cause exists to extend the investigation. No employee or student who reports an act of bullying shall be subject to reprisal or retaliation for making such a report. Any person who engages in reprisal or retaliation against an employee or student who reports an act of bullying shall be subject to disciplinary action.

Students found to have violated this policy will be subject to consequences depending on factors such as age of student(s), degree of harm, severity of behavior, number of incidences, etc. Possible consequences to a student for a violation of this policy include loss of privileges, classroom detention, conference with teacher, parents contacted, conference with principal, in-school suspension, out-of-school suspension, expulsion and law enforcement contacted.

University Academy shall give annual notice of the policy to students, parents or guardians, and staff. This policy shall be included in all student handbooks. This policy shall also be posted on University Academy's web page (as a Board policy) and a copy shall be placed in University Academy Administrative Office.

University Academy shall provide information and appropriate training to University Academy staff who have significant contact with students regarding the policy. All staff with significant student contact shall be trained on the requirements of this policy on an annual basis.

University Academy shall provide education and information to students regarding bullying, including information regarding this policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to address bullying, including student peer-to-peer initiatives to provide accountability and policy enforcement for those found to have engaged in bullying, reprisal, or retaliation against any person who reports an act of bullying. University Academy shall instruct its school counselors, school social workers, licensed social workers, and mental health professionals to educate students who are victims of bullying on techniques for students to overcome the negative effects of bullying. Such techniques include but are not limited to, cultivating the student's self-worth and self-esteem; teaching the student to defend oneself assertively and effectively; helping the student develop social skills or encouraging the student to develop an internal locus of control. District administrators will implement programs and other initiatives to address bullying, to respond to such conduct in a manner that does not stigmatize the victim, and to make resources or referrals available to victims of bullying.

# Social Media and Your Child's Safety

This month is National Bullying Prevention Month; therefore, we'd like to take some time to provide you some information about social media and safety. Technology is everywhere today! Children spend a great deal of time on devices in today's world, but want to encourage you to provide supervision and to teach them how to appropriate use apps to help prevent bullying. The following are a few of our recommendations for families:

1. Decide what level of technology is appropriate for each child in your family. Don't blindly give your student a phone with a full data plan without appropriate training, supervision, restrictions, and guidance. Consider gradually giving students more phone/internet/ app privileges as they mature and demonstrate responsible behavior. Set appropriate consequences if students fail to abide by family policies.
2. Regularly check and monitor apps and text messages on your student's phone. Set up restrictions on your student's phone and explore options that allow you to monitor your student's social media and internet activity. Start restrictively and gradually give your student more privileges if they use technology appropriately.
3. Have frequent discussions with your student regarding what is appropriate to post on social media and how to respond to inappropriate posts, texts, and requests. **Discuss** what information is appropriate to make public. **Ask** your student what they are seeing on social media. **Guide** them in how to deal with negative posts. **Encourage** them to "unfriend" someone who is being nasty or sending harassing messages.
4. Monitor the "friends" or "followers" on your student's social media accounts. Many times students blindly accept strangers as "friends".
5. Require your students to set all social media accounts to "private" so only accepted friends can view posts. Check on these settings frequently - many times app updates change default privacy settings.
6. Set up "no cellphone" times such as mealtimes, bedtime, and family time. Consider setting up guidelines that all family members follow.
7. At bedtime, have a designated spot for cellphones (kitchen counter/parent bedroom) to keep phones out of your students' bedrooms at night.
8. Do not feel guilty for "invading the students privacy" by monitoring cell phone activity. Parents always ask questions--"Where are you going?"..."Who are you going with?"...What are you doing at their house?". Parents even check to see if the student is where they said they would be or check out who their student is actually hanging out with them. In this digital age, it is important to do the same with cell phones and internet activity as your student grows and develops through middle school.

## POPULAR APPS FOR TEENS



**Snapchat** is one of the most popular apps for teens today. Pictures and/or videos can be shared to someone's "story." Images and videos on the story are visible for 24 hours. Pictures and videos can also be shared privately (individually or to a group) and can be set to "self-destruct" after 1-10 seconds.





**Sarahah** (the Arabic word for Honesty) is an app that allows people to send anonymous comments to users with no way to track who the comment came from. This app is linked to Snapchat accounts. This app has recently been in the news as it has caused a rise in bullying behaviors online.





**Instagram** unites the most popular features of social media sites: sharing, seeing, and commenting on photos. Instagram also lets you apply filters and effects to your photos, making them look high-quality and


artistic. Hashtags can make pictures more visible to the public. Mature content is easily accessed. There is an ability to send private messages.


 **Twitter** is an online social networking service that enables users to send and read short 140-character messages called "tweets". Registered users can read and post tweets, but unregistered users can only read them. Although you adjust the setting so your tweets are private, public tweets are the norm for teens.

 **Facebook** is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. The site is available in 37 different languages; however, it is on the decline with teens.


 **Kik** uses a device's data plan or wifi to send messages. Kik also allows users to share photos, sketches, mobile webpages, and other content. Users cannot verify contacts' identities. Even if you leave a conversation, you can continually be added back in. This opens the door for cyber bullying.


 **Ask.fm** is an online social network that enables people to send questions to each other and answer them, when they want to. When you **ask** a question you can choose whether to **ask** it anonymously or you can reveal your name. If you want, you can choose not to receive anonymous questions. Bullying is a major concern on this app and the anonymity can encourage bullying behavior.


 **Musical.ly** is one of the fastest growing social media apps. It is used almost exclusively by children to chat, send videos, and create new music. It is similar to the former Vine app, in that users can post short, looping videos. There is an age restriction of 13 on this app (to reduce liability for the company); however, it is easy for kids to navigate around that. The songs within the app are not always age appropriate.

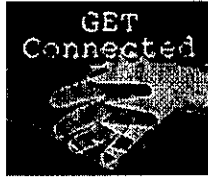
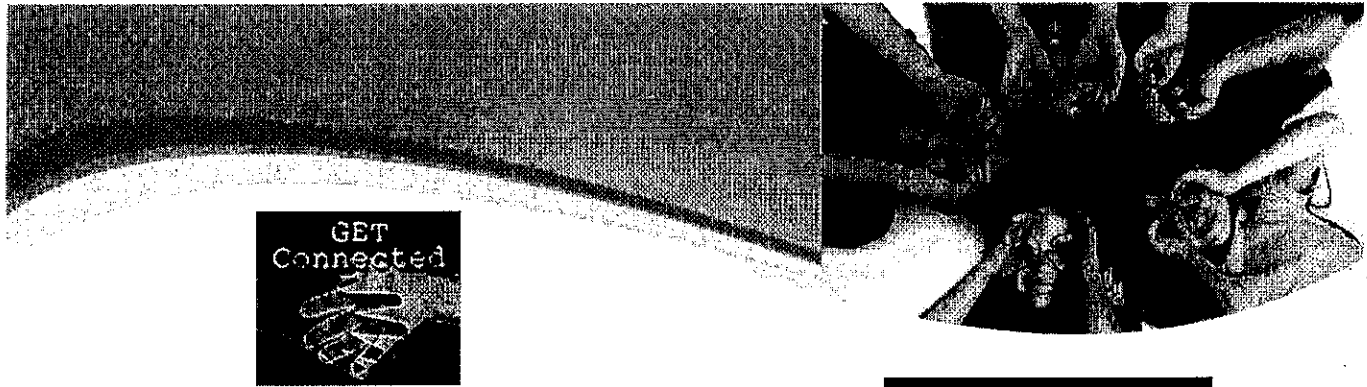
 **VooVoo** allows users to video chat (similar to Facetime), but it allows users to chat with someone on any device. Profiles are set to public by default. There is also an age restriction of 13 on this device, but no verification of age. Content is unsolicited.

### PROACTIVE APPS FOR PARENTS

 **KnowBullying** is a free app that provides parents directed age-specific conversation starters for their children, regular reminders, social media strategies and tips, and suggestions on how to help their children deal with difficult social situations.

 **TeenSafe Control** allows parents to monitor their child's cell phone activity, including sent and received text messages (even deleted texts), call and web history. However, the feedback is not real-time. There is a Live GPS Location Monitoring feature. Parents need to know their child's Apple ID and password to set up an account. One free week trial is available and then, for continued service, users pay a monthly fee.

 **OurPact – Parental Control** is an app that allows parents to locate family members and limit screentime by blocking internet, texting, and app access during desired times or indefinitely. This is a free app that can be upgraded to premium for \$4.99/month.



## Get Connected Bullying Prevention Program

### Bullying in America

Bullying is one of the most pervasive issues facing our nation's youth. Bullying impacts individuals across ethnicity, gender, sexuality, religion, disability, and socioeconomic status, whether they live in urban, suburban or rural communities. Bullying can have serious emotional and health effects during the school years and into adulthood. Approximately 25% of all bullies have a criminal record by age 30 (Join Together). One of the best tools that schools have for decreasing the challenges associated with bullying behavior is to implement evidence-based prevention programs (Olweus 2014).

### Program Description

*Get Connected* is the turn-key solution to bullying prevention that can create lasting change in a school climate. The program proactively addresses current trends in bullying by means of a three-pronged approach, where the unique needs of youth (K-8<sup>th</sup> grade), school faculty, and parents can be met in separate workshop sessions. Youth workshops incorporate engaging, developmentally-appropriate activities that emphasize empathy, reinforce positive behaviors, and empower youth to deter bullying. Adult workshops discuss the importance of bullying policies and tips for raising compassionate and resilient youth.

#### Youth Objectives

- Define empathy
- Recognize bullying behaviors
- List witness & target strategies
- Identify caring adult confidants
- Apply reporting procedures

#### Faculty Objectives

- Recognize the effects of bullying
- Identify bullying "hot spots"
- Employ active supervision
- Apply intervention techniques
- Manage bullying reports

#### Parent Objectives

- Recognize the effects of bullying
- List strategies to support targets
- Discuss trends in cyber bullying
- Develop dialogue techniques
- Identify available resources

### COMBAT

Jackson County voters approved a tax to "combat" drug use and violence in 1989. STOP! Violence, a program of Synergy Services, was awarded COMBAT funds to provide prevention education programming by means of the *Get Connected* program for Jackson County residents in 2013.

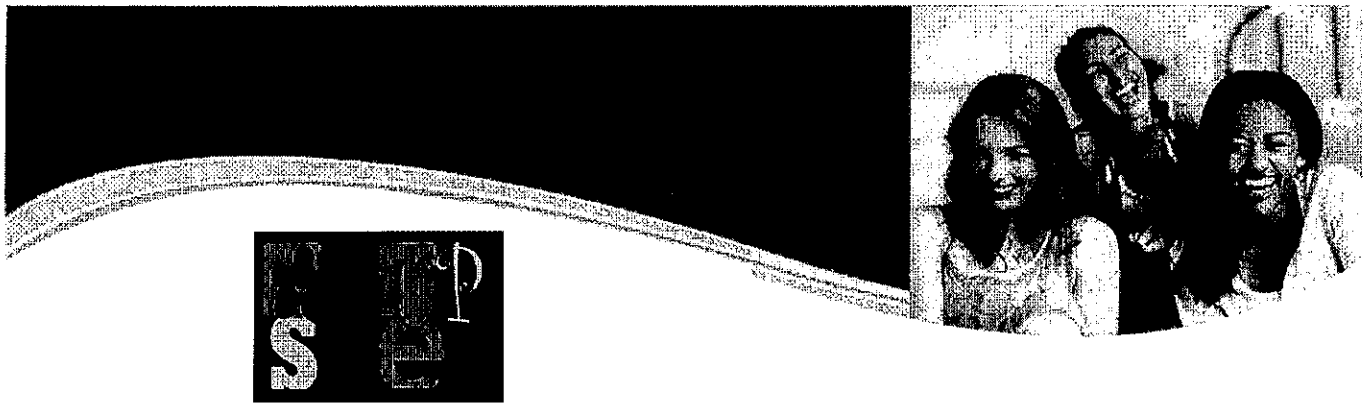
### Agency Overview

Synergy Services, Inc. provides a full continuum of care to assist individuals and families with immediate respite from violence. The agency also provides supportive services to families in crisis. Additionally, Synergy focuses on community education through programs like STOP! Violence.

### Contact Information

For more information and to book a *Get Connected* workshop, contact STOP! Violence at 816-505-4786 or email [trezzelle@synergyservices.org](mailto:trezzelle@synergyservices.org).





## STEP Up Female Bullying Prevention Program

### Culture of Female Aggression

"There is a hidden culture of girls' aggression in which bullying is epidemic, distinctive, and destructive. Our culture refuses girls access to open conflict and it forces their aggression into nonphysical, indirect, and covert forms. Girls use backbiting, exclusion, rumors, name-calling, and manipulation to inflict psychological pain on targeted victims." *Odd Girl Out: The Hidden Culture of Aggression in Girls*, Rachel Simmons

### Program Description

*STEP Up* is a bullying prevention program designed for a select group of influential 5<sup>th</sup> – 9<sup>th</sup> grade girls who have the ability to change social norms. The innovative eight session program is designed to deconstruct the nature of female aggression and empower young women with strategies to develop supportive relationships and conflict resolution skills. Some topics include: body image, rumors and gossip, cliques, cyber bullying, and handling conflict. The program includes a student journal for each participant, packed with quotes, stories, and poems written by girls who have joined the sisterhood.

### Workshop Objectives

- Recognize the unique problem of female bullying
- Distinguish between healthy and unhealthy friendships
- Identify conflict resolution strategies
- Develop techniques for dealing with bullying situations

### Included in the *STEP Up* Program

- 8 All-Female Sessions
- 20 Participant Journals
- Facilitators Guide or STOP! Violence staff member to facilitate sessions

### Agency Overview

Synergy Services, Inc. provides a full continuum of care to assist individuals and families with immediate respite from violence. The agency also provides supportive services to families in crisis. Additionally, Synergy focuses on community education through programs like STOP! Violence.

### Contact Information

For more information and to book *STEP Up* workshops, contact STOP! Violence at 816.505.4931 or email [gbuckner@synergyservices.org](mailto:gbuckner@synergyservices.org)



# Understanding Bullying

Fact Sheet

2016

Bullying is a form of youth violence. CDC defines bullying as any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.<sup>1</sup>

Bullying can include aggression that is physical (hitting, tripping), verbal (name calling, teasing), or relational/social (spreading rumors, leaving out of group). A young person can be a perpetrator, a victim, or both (also known as "bully/victim").

Bullying can also occur through technology and is called electronic aggression or cyber-bullying. Electronic aggression is bullying that occurs through e-mail, a chat room, instant messaging, a website, text messaging, or videos or pictures posted on websites or sent through cell phones.<sup>2</sup>



## Why is bullying a public health problem?

Bullying is widespread in the United States.

- In a 2015 nationwide survey, 20% of high school students reported being bullied on school property in the 12 months preceding the survey.<sup>3</sup>
- An estimated 16% of high school students reported in 2015 that they were bullied electronically in the 12 months before the survey.<sup>3</sup>



## How does bullying affect health?

Bullying can result in physical injury, social and emotional distress, and even death. Victimized youth are at increased risk for depression, anxiety, sleep difficulties, and poor school adjustment. Youth who bully others are at increased risk for substance use, academic problems, and violence later in adolescence and adulthood.<sup>4</sup> Compared to youth who only bully, or who are only victims, bully-victims suffer the most serious consequences and are at greater risk for both mental health and behavior problems.<sup>5</sup>



## Who is at risk for bullying?

Different factors can increase a youth's risk of engaging in or experiencing bullying.<sup>6</sup> However, the presence of these factors does not always mean that a young person will bully others or be bullied.

Some of the factors associated with a higher likelihood of engaging in bullying behavior include:

- Externalizing problems, such as defiant and disruptive behavior
- Harsh parenting by caregivers
- Attitudes accepting of violence

Some of the factors associated with a higher likelihood of victimization include:

- Poor peer relationships
- Low self-esteem
- Perceived by peers as different or quiet



# Understanding Bullying



## How can we prevent bullying?

The ultimate goal is to stop bullying before it starts. Research on preventing and addressing bullying is still developing. School-based bullying prevention programs are widely implemented, but infrequently evaluated. Based on a review of the limited research on school-based bullying prevention, the following program elements are promising:<sup>7</sup>

- Improving supervision of students
- Using school rules and behavior management techniques in the classroom and throughout the school to detect and address bullying by providing consequences for bullying
- Having a whole school anti-bullying policy, and enforcing that policy consistently
- Promoting cooperation among different professionals and between school staff and parents



## How does CDC approach bullying prevention?

CDC uses a four-step approach to address public health problems like bullying.

### Step 1: Define and monitor the problem

Before we can prevent bullying, we need to know how big the problem is, where it is, and who it affects. CDC learns about a problem by gathering and studying data. These data are critical because they help us know where prevention is most needed.

### Step 2: Identify risk and protective factors

It is not enough to know that bullying is affecting a certain group of people in a certain area. We also need to know why. CDC conducts and supports research to answer this question. We can then develop programs to reduce or get rid of risk factors and increase protective factors.

### Step 3: Develop and test prevention strategies

Using information gathered in research, CDC develops and tests strategies to prevent bullying.

### Step 4: Ensure widespread adoption

In this final step, CDC shares the best prevention strategies. CDC may also provide funding or technical help so communities can adopt these strategies.



## Where can I learn more?

### Centers for Disease Control and Prevention

[www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/index.html](http://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/index.html)

### VetoViolence

[vetoviolence.cdc.gov](http://vetoviolence.cdc.gov)

### Federal Partners in Bullying Prevention

[www.stopbullying.gov](http://www.stopbullying.gov)

### Surgeon General's Report on Youth Violence

[www.surgeongeneral.gov/library/youthviolence/youvioreport.htm](http://www.surgeongeneral.gov/library/youthviolence/youvioreport.htm)



## References

1. Gladden RM, Vivolo-Kantor AM, Hamburger ME, Lumpkin CD. Bullying surveillance among youths: Uniform definitions for public health and recommended data elements, Version 1.0. Atlanta, GA; National Center for Injury Prevention and Control, Centers for Disease Control and Prevention and U.S. Department of Education; 2013. Available from <http://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>.
2. David-Ferdon C, Hertz MF. Electronic media and youth violence: A CDC issue brief for researchers. Atlanta, GA: Centers for Disease Control and Prevention; 2009. Available from [http://www.cdc.gov/ViolencePrevention/pdf/Electronic\\_Aggression\\_Researcher\\_Brief-a.pdf](http://www.cdc.gov/ViolencePrevention/pdf/Electronic_Aggression_Researcher_Brief-a.pdf).
3. Centers for Disease Control and Prevention. Youth risk behavior surveillance—United States, 2015. *MMWR, Surveillance Summaries* 2016;65(SS9). Available from <http://www.cdc.gov/mmwr/volumes/65/ss/ss6506a1.htm>.
4. Farrington D, Baldry A. Individual risk factors for school bullying. *Journal of Aggression, Conflict and Peace Research*. 2010; 2(1):4-16.
5. Haynie DL, Nansel T, Eitel P, et al. Bullies, victims, and bully/victims: Distinct groups of at-risk youth. *The Journal of Early Adolescence*. 2011;21(1):29-49.
6. Marini ZA, Dane AV, Bosacki SL, Cura YLC. Direct and indirect bully-victims: differential psychosocial risk factors associated with adolescents involved in bullying and victimization. *Aggressive Behavior*. 2006;32(6):551-569.
7. Farrington DP, Ttofi MM. School-based programs to reduce bullying and victimization. Systematic review for The Campbell Collaboration Crime and Justice Group; 2010. Available from [www.ncjrs.gov/pdffiles1/nij/grants/229377.pdf](http://www.ncjrs.gov/pdffiles1/nij/grants/229377.pdf).