



Pupil Safety and Violence Prevention – Prohibiting Bullying and Cyber-Bullying

North Hampton School District Policy

Participant Objectives

- Participants will:
- understand the RSA 193:F Pupil Safety and Violence Prevention Act
- Be able to identify characteristics of bullying
- Understand their role, and know the procedure to follow when reporting suspected cases of bullying
- Have access to additional information regarding bullying prevention at our school

Why Do We Need to Learn About Bullying?

- On July 1st, 2010 a revision to the NH anti-bullying law went into effect and School Boards needed to revise their policies (JICK) by January 2011
- School districts are now required to train all staff members school personnel and volunteers
- NHS believes in an education and prevention model for all.

Here at NHS we believe

- That students are entitled to learn in a school environment that is safe and secure
- That students should show respect for others
- That bullying should not be tolerated
- That all students should be protected from harmful effects of bullying and cyber-bullying
- That all personnel should be trained to understand bullying and aid in prevention by reporting incidences to the proper authorities.

What is Bullying?

- “Bullying” refers to a single significant incident or pattern of incidents involving a written, verbal or electronic communication, or a physical act or gesture, or any combination directed at another student.

Bullying is...

- ...When a person or group tries to hurt or control another person in a harmful way. bullying involves hurtful behaviors that are often **repeated** and **intentional**.
- There are lots of different kinds of bullying, and they all hurt. Sometimes bullying means hitting, kicking, pushing, shoving, or making someone do something they don't want to do. Sometimes bullying is using mean words or threats, calling someone names, or saying bad things behind their back. Bullying can even mean making someone feel unsafe or scared, leaving them out of games, or making them feel that they're not important. Bullying can be verbal, physical, social.

Bullying Can...

- Cause physical harm
- Result in property damage
- Cause emotional distress
- Interfere with a students educational opportunities and/or environment
- Create a hostile educational environment
- Substantially disrupt the orderly operation of the school

What Bullying is Not

- The term bullying is overused today and there are some misconceptions out there.
- It is important to differentiate between bullying and conflict
- Sometimes bad behavior is just that—bad behavior. Not bullying. All student conflict is not bullying.
- Some examples of non-bullying conflict may include:
 - Quarreling, disagreements
 - Students who don't get along or aren't friends

Emotional Distress

- Excessive emotional behavior including anxiety
- Increased isolation
- Changes in grades, attendance and school performance
- Avoidance of normal routines such as a new fear of riding the bus
- Changes in affect
- Changes in school participation including sports and extra curricular activities.

Imbalance of Power

- May be actual or perceived
- No longer just “a big kid picking on a little kid”.
- Often connected to a student’s social status. This can result in popular students taking on the role of bully.
- Can result in social exclusion
- Victims are afraid of the the bullies

Bullying is often based on

- Disability
- Socioeconomic status
- Sexual Orientation
- Race, color, national origin, religion, age, obesity, etc.
- Academic or athletic ability

CYBER Bullying

- Takes place via electronic devices such as cell phones, ipads and computers using email, instagram, you tube, foursquare, flickr, vine, skype, facebook, instant messaging, text messaging, twitter, wechat and the ever changing wave of new mobile apps.



Where Does Bullying Happen Most?

- Unstructured environments
- Transitions – hallways - stairwells
- Restrooms - locker rooms
- Playgrounds
- School Bus
- At home online

On and Off school grounds

Students are prohibited from all bullying which:

- **Occurs on** or is delivered to school property or a school sponsored activity or event

OR

- **Occurs off** school property if conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

Reporting Bullying

- Students should report bullying to the school principal, guidance counselor and/or a teacher.
- If a student files a false report- disciplinary actions will be taken, ranging from a parent conference to an out of school suspension.
- Parents and other adults should report possible events to the building principal.
- Students, parents, guardians, volunteers and all school personnel are immune from civil liability and any retaliation for good faith conduct arising from reporting cases of perceived bullying
- Within ten (10) school days of completion of an investigation of alleged bullying, the Principal will provide a written communication to the parents of all involved regarding the school's remedies and assistance

External complaints

Event took place off of school grounds

- If a **formal** complaint is made ⇨ complainant received copy of policy, procedures, protocol and incident report to fill out and return or Principal may fill out form within 24 hrs. if requested.
- If **informal** complaint ⇨ JICK policy is not triggered.
 - SRT and principal determine if the incident is bullying. If an incident report is not filed by school, the complainant has the option of filing one.
If filed JICK policy commences.

Internal complaint

- Internal complaint ⇨ Principal or Assistant Principal ⇨ SRT convenes ⇨ facts discussed. Will result in a bullying investigation or normal disciplinary actions.
- If internal complaint is from a student, parents are notified within 24 hrs - Copy of policy, procedures, and SAU21 blank incident report is sent.
- Complainant may request an informal review which may or may not result with JICK policy commencing.

Reporting and Investigation

Get the Facts

Who was involved?

What exactly was said and done?

Where and when did it occur?

Were there witnesses?

Describe the behavior—don't label it.

REPORT ALL CONCERNS TO THE PRINCIPAL

REMEMBER

- WORDS can Hurt
- Actions can Hurt
- Bullying can have profound lifelong effects on kids
- People who bully think that it makes them important, but it really just makes them mean.
- Bullying should **NOT** be considered a "Normal part of life".
- Remember, it's our "differences" that make us special and unique. You should be proud of who you are. Don't let people who bully take that away from you. Don't give people who bully that power over you.

Additional Information

○ NORTHHAMPTONSCHOOL.ORG

Threats of Harm

Threat

- Communication or behavior that suggests a person may intend to harm others or self. May be spoken, written or gestured and is considered a threat regardless of whether it is observed or communicated by the target or a third party.

Threat levels

- 1. **No Risk** – misunderstandings, poor decision making, false accusations, etc. - *no response by SRT*
- 2. **Threat Risk** – Definition of threat has been met. *The immediacy o threat and extent of harm are considered as SRT develops its response plan.*
- 3. **Imminent Threat Risk** – a clear and immediate threat risk of serious violence is posed. Requires immediate containment and action. *Requires an immediate 911 call.*

Threat assessment ?'s

- 1. how credible and serious is the threat?
- 2. to what extent are resources, intent, and motivation available to carry out the threat?
- 3. Threat assessment will be conducted by the **Social Response Team** (most likely the principal, assistant principal, guidance counselor, nurse, mental health counselor, staff members familiar with the victim or perpetrator and/or others as needed)

Response

- **A. Imminent Threat risk response:**
 - Remove the individual who allegedly made the threat.
 - Check on alleged victim
 - Notify the principal
 - If violence or injury is imminent – call 911

“No Imminent Danger” responses

1. SRT shall convene when practical.
2. A student threat assessment and response report will be started
3. Parents of the threatener shall be notified and required to meet with SRT
4. Victim(s) and their parents are notified and informed of threatener’s identity before the student who made the threat leaves school grounds.
5. SRT determines threat level. Responses to threat taken within 3 days. An SRT member monitors status and keeps others informed.
6. Designated staff liaison communicates threat info with all parents. Non-confidential relevant facts will be shared.

Additional Information

- Visit the SAU 21 website at sau21.org
- Visit the North Hampton School website at northhamptonschool.org

The six principles

These form the foundation of the threat assessment process

- 1. Targeted violence is the end result of an understandable, and oftentimes discernible process of thinking and behavior.
- 2. Targeted violence stems from an interaction among the individual, situation, setting, and target.
- 3. An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- 4. Effective threat assessment is based upon facts rather than on characteristics or traits
- 5. An integrated systems approach should guide threat assessment inquiries and investigations.
- 6. The central question is whether a student poses a threat, not whether the student has made a threat.