

# Bullying/Cyber-bullying

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## *Definition of Bullying*

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communication made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Education Code Section 48900.2 (sexual harassment), 48900.3 (hate violence), or 48900.4 (harassment, threats, or intimidation towards school employees), directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

## **What Does This Mean?**

Bullying is a form of emotional or physical abuse that has three defining characteristics:

1. **Deliberate** - a bully's intention is to hurt someone
2. **Repeated** - a bully often targets the same victim again and again
3. **Power Imbalanced** - a bully chooses victims he or she perceives as vulnerable

Bullying occurs in many different forms, with varying levels of severity. It may involve:

- **Physical Bullying** - poking, pushing, hitting, kicking, beating up
- **Verbal Bullying** - yelling, teasing, name-calling, insulting, threatening to harm
- **Indirect Bullying** - spreading rumors, telling lies, getting others to hurt someone

## *Cyber-bullying*

Cyber-bullying is defined as threats or other offensive behavior sent through an electronic means (online, email, IM, phone text, etc.) to a victim or sent or posted about the victim for others to see. It can take the form of a message on email or IM or a social networking site from someone who is threatening to hurt you or beat you up. It might be rumors posted on your profile or spread online for others to see. It might be the deletion of you on a friend's "buddy list" to make you feel left out. It could be a profile made by someone pretending to be you. Or, someone hacking into your profile and writing comments pretending they're from you. In general, cyber-bullying is bullying or harassing that happens online. Much of it is similar to what teenagers experience offline in schools, homes, or the community, but has the additional aspect of utilizing technology. ([www.cyberbully411.org](http://www.cyberbully411.org))

## Books about Bullying

In this article in *School Library Journal*, librarian Joy Fleishhacker recommends the following books to spark discussion on the subject of bullying:

- *Bully* by Patricia Polacco, grades 4-6 (Putnam, 2012) – This illustrated middle-school drama deals with cyberbullying, pressure to dump a boyfriend, and exclusion.
  - *The Bully Book* by Eric Kahn Gale, grades 5-7 (HarperCollins/Harper, 2013) – An entire sixth-grade class turns on a boy, revealing the mindset and methods of the bully.
  - *Bystander* by James Preller, grades 6-9 (Feiwel & Friends, 2009) – A boy takes a stand against a bully, only to become the next victim.
  - *Hokey Pokey* by Jerry Spinelli, grades 5-7 (Knopf, 2013) – Jack lives in a day-dreamy world in which kids do as they please and adults are nowhere to be found, but it has to end...
  - *Slob* by Ellen Potter, grades 6-8 (Philomel, 2009) – Owen is overweight and super-smart – the perfect magnet for bullies (including a sadistic P.E. teacher) in his progressive New York City school.
  - *The Truth About Truman School* by Dori Hillestad Butler, grades 5-8 (Albert Whitman, 2008) – An underground website designed to let students discuss the truth about their school is invaded by anonymous posts harassing a popular girl.
  - *Warp Speed* by Lisa Yee, grades 5-9 (Scholastic/Arthur A. Levine, 2011) – A bullied student becomes a track star, revealing truths about him and his tormentors.
  - *Girls Against Girls: Why We Are Mean to Each Other and How We Can Change* by Bonnie Burton, grades 6-10 (Zest, 2011) – A well-researched text written in a chatty style explores malicious gossiping, social shunning, and verbal abuse.
  - *Teen Cyberbullying Investigated: Where Do Your Rights End and Consequences Begin?* by Tom Jacobs, grades 7 and up (Free Spirit, 2010) – Judge Jacobs introduces landmark court cases involving teens and tweens involved in cyberbullying.
  - *We Want You to Know: Kids Talk About Bullying* by Deborah Ellis, grades 5-9 (Coteau, 2010) – Kids 9 to 19 talk about their experiences as victims, bullies, and bystanders – eye-opening, intimate, shocking, and hope-filled, says Fleishhacker.
- “Bullied: Middle-Grade Books to Spark Discussion” by Joy Fleishhacker in *School Library Journal*, April 2013 (Vol. 59, #4, p. 36-38), [www.slj.com](http://www.slj.com).

## PARENTS

### What is Bullying?

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## *Bullying Basics*

	<b>We now know that:</b>
<b>Bullying is NOT</b>	pre-wired, harmless, or inevitable
<b>Bullying IS</b>	learned, harmful, and controllable
<b>Bullying SPREADS</b>	if supported or left unchecked
<b>Bullying INVOLVES</b>	everyone—bullies, victims, and bystanders
<b>Bullying CAN BE</b>	effectively stopped or entirely prevented

## *Warning Signs*

**A culture of silence often surrounds bullying. Many children who are bullied never tell anyone.**

Most bullying is **not** reported because children . . .

- Don't recognize it as bullying
- Are embarrassed
- Don't want to appear weak
- Believe they deserve it
- Want to belong
- Fear retaliation
- Don't know how to talk about it
- Don't have a trusted adult to confide in
- Think adults won't understand
- Think nothing can be done about it

**Just because you don't see it, and children don't talk about it, doesn't mean bullying isn't happening. Even when children fail to report bullying, they often show warning signs.**

**What are some warning signs of bullying?**

- Unexplained damage or loss of clothing and other personal items
- Evidence of physical abuse, such as bruises and scratches
- Loss of friends; changes in friends
- Reluctance to participate in activities with peers
- Loss of interest in favorite activities
- Unusually sad, moody, anxious, lonely, or depressed
- Problems with eating, sleeping, bed-wetting
- Headaches, stomachaches, or other physical complaints
- Decline in school achievement
- Thoughts of suicide

Some children may withdraw, while others may get angry and seek revenge. Don't assume the problem will go away on its own: Invite children to talk about what is bothering them. If you find out a child *is* being

bullied, show support, help develop a response strategy, and follow up to make sure the bullying does not continue.

## *Cyber-bullying*

**Cyber-bullying is a growing form of bullying that is especially hard to see.** Cyber-bullying involves sending or posting hurtful, embarrassing, or threatening text or images using the Internet, cell phones, or other digital communication devices. Using these technologies, cyber-bullies can reach a wide group of people very quickly. Their goal: to damage their victim's reputation and friendships.

### **Cyber-bullying can involve:**

- Spreading rumors or posting false or private information
- Getting other people to post or send hurtful messages
- Excluding someone from an online group

Young people cyber bully for many reasons. Some do it to deal with their anger, seek revenge, or make themselves appear better than their peers. Others do it for entertainment or for the pleasure of tormenting others. Still others do it simply because they can. By remaining anonymous, and avoiding face-to-face contact, cyber-bullies may not realize the consequences of their actions. As a result, they are more likely to say and do things they might hesitate to say or do in person. And young people are often hesitant to report cyber-bullying because they are afraid that doing so will lead to restrictions on their own Internet or cell phone use or they believe nothing can be done to stop it.

### **Some things adults can do to help prevent cyber bullying:**

- Keep computers in visible places so that you can monitor use.
- Talk with children about safe and responsible use of the Internet and cell phones, and about the dangers of cyber-bullying.
- Discuss what to do when cyber-bullying occurs, such as ignoring the posting or calmly, but firmly, telling the cyber-bully to remove the harmful material.
- Remind children not to share any personal information online.
- Encourage children to tell you if they are being cyber-bullied or know others who are. Assure them that you will help them deal with the problem.
- Set appropriate limits.

# THE PLAYERS

## *Bully*

**Bullying is about the abuse of power. Children who bully abuse their power to hurt others, deliberately and repeatedly.** They are often hot-tempered, inflexible, overly confident, and don't like to follow rules. They often lack empathy and may even enjoy inflicting pain on others. They often desire to dominate and control others, perceive hostile intent where none exists, overreact aggressively to ambiguous situations, and hold beliefs that support violence.

**In the preschool years,** bullies often rely on direct verbal bullying and physical power to control material objects or territory. They may lack the skills to interact in more socially appropriate ways.

**In the elementary school years**, bullies are more likely to use threats and physical force, combined with direct verbal bullying, to make victims do things against their will. At this age, some children begin to use indirect bullying to exclude peers from their social circle.

**In the middle and high school years**, bullies rely on direct verbal bullying such as name-calling and making threatening remarks, as well as physical bullying such as pushing and hitting. Although both boys and girls engage in physical bullying, girls are more likely to participate in indirect, relational bullying, such as rumor-spreading and social exclusion. They often use the Internet or cell phones to send these hurtful messages. While boys tend to rely on bullying to enhance their physical dominance, girls tend to use it to enhance their social status.

Sometimes children bully in **groups**. Children may join in because they look up to the bully and want to impress him or her, or because they are afraid and do not want to be attacked themselves.

### ***Examining the Effects on the Bully***

**Besides hurting others, bullies damage themselves.** Each time bullies hurt other children, they become even more removed emotionally from the suffering of their victims. They learn to justify their actions by believing their victims deserve to be bullied. They also learn that the way to get what they want from others is through force. Bullies often fail to develop the social skills of sharing, reciprocating, empathizing, and negotiating that form the basis for lasting friendships.

**As they mature into adulthood, children who have bullied others often show higher rates of:**

- o Aggression
- o Antisocial behavior
- o Carrying weapons to school
- o Dropping out of high school
- o Convictions for crime
- o Difficulty controlling their emotions
- o Traffic violations
- o Convictions for drunk driving
- o Depression
- o Suicides

**Adults who have been bullied as children may be more likely to allow their own children to bully others, thus raising a new generation of bullies.**

Bullies need not experience these devastating long-term effects if their patterns of behavior are changed before they become habitual and entrenched. Bullying prevention strategies are most effective when applied early to children who are young or have just begun to bully—the earlier the better. Although it's never too late to change a bully's patterns of behavior, these habitual patterns are usually much more difficult to change in later years.

Beginning in the preschool years, adults can teach children important bullying prevention skills and guide children as they practice using these skills. Social skills that form an important foundation for bullying prevention include:

- o Solving social problems
- o Sharing voluntarily
- o Interacting assertively
- o Showing empathy toward others

## *Victim*

Victims of bullying include girls and boys of all ages, sizes, and backgrounds. But some children are more likely than others to be victimized because they appear small, weak, insecure, sensitive, or “different” from their peers.

Some children can reduce their risk of being bullied by dressing or acting in ways that make it easier for them to “fit in.” Yet children should not be expected to conform to avoid the threat of bullying. Every child’s individuality should be appreciated for the value it brings to the group, rather than suppressed to reduce the risk of victimization. Furthermore, not all children are able to alter personal characteristics that may place them at increased risk.

### **Victims tend to share these characteristics and tendencies:**

- Low self-confidence
- Anxiety
- Fearfulness
- Submissiveness
- Depression or sad appearance
- Limited sense of humor
- Below-average size, strength, or coordination
- Feelings of helplessness
- Self-blame for problems
- Social withdrawal and isolation
- Poor social skills
- Low popularity
- Few or no friends
- Excessive dependence on adults

Children who are repeatedly bullied tend to be passive. They inadvertently reward the bully by crying, giving over their possessions, or running away in fear. Some victims also provoke negative responses from others by behaving in socially inappropriate ways. They may trigger conflict or ridicule and then overreact with anger and exasperation.

### **Potential victims can reduce their risk of being bullied by learning how to:**

- **Exhibit** self-confidence
- **Avoid** the bully’s tactics
- **Respond** with assertiveness
- **Obtain** support from others

### ***Examining the Effects on the Victim***

**Victims of bullying suffer a wide range of harmful effects—both immediately and for years to come.** While under the influence of a bully, victims may show many signs of physical, emotional, and social distress. They often feel tense, anxious, tired, listless, and sad. Some children lose their confidence, become socially isolated, do poorly in school, or refuse to go to school. They may also show high levels of:

- o Headaches
- o Skin problems
- o Abdominal pain
- o Sleep problems
- o Bed-wetting

- o Crying
- o Depression

Victims' painful memories of having been bullied linger as the victims mature into adulthood. Adults who were victimized as children may continue to show poor self-confidence and problems with depression.

**In cases of extreme bullying, some tormented victims have resorted to violence toward themselves or others.**

**Bullicide** . . . Some victims of bullying have committed suicide.

*Children as young as nine may think about suicide as a way to escape their bullies.\**

**School Shooters** . . . Other victims of bullying have used guns to take violent revenge in schools against their bullies and others who they believe have failed to support them.

*Many school shooters were bullied: In 37 incidents of targeted school violence between 1974 and 2000, almost three-quarters of the shooters reported being bullied, persecuted, threatened, attacked, or injured before the incident. Sometimes the experience of being bullied seemed to have influenced the shooter's decision to make an attack at the school.\*\**

\* \* \* \* \*

\* van der Wal, M. F., de Wit, C. A. M., & Hirasing, R. A. (2003). Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatrics*, 111, 1312–1317.

\*\* Vossekuil, B., Fein, R. A., Reddy, M., Borum, R., Modzeleski, W. (2002, May). *The final report and findings of the Safe School Initiative: Implications for the prevention of school attacks in the United States*. U. S. Secret Service and U. S. Department of Education. Retrieved October 25, 2007, from [www.secretservice.gov/ntac/ssi\\_final\\_report.pdf](http://www.secretservice.gov/ntac/ssi_final_report.pdf)

## ***Bystander***

Bullying situations usually involve more than the bully and the victim. They also involve **bystanders**—those who watch bullying happen or hear about it.

An important new strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think they do.

### ***Hurtful Bystanders***

**Some bystanders** . . . ***instigate*** the bullying by prodding the bully to begin.

**Other bystanders** . . . ***encourage*** the bullying by laughing, cheering, or making comments that further stimulate the bully.

**And other bystanders** . . . ***join in*** the bullying once it has begun.

**Most bystanders** . . . ***passively accept*** bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.

### ***Helpful Bystanders***

**Bystanders also have the power to play a key role in preventing or stopping bullying.**

**Some bystanders** . . . ***directly intervene***, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.

**Other bystanders** . . . ***get help***, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

## ***Examining the Effects on The Bystander***

**Why don't more bystanders intervene?**

- They think, “It’s none of my business.”
- They fear getting hurt or becoming another victim.
- They feel powerless to stop the bully.
- They don’t like the victim or believe the victim “deserves” it.
- They don’t want to draw attention to themselves.
- They fear retribution.
- They think that telling adults won’t help or it may make things worse.
- They don’t know what to do.

**Bystanders who don’t intervene or don’t report the bullying often suffer negative consequences themselves. They may experience:**

- Pressure to participate in the bullying
- Anxiety about speaking to anyone about the bullying
- Powerlessness to stop bullying
- Vulnerability to becoming victimized
- Fear of associating with the victim, the bully, or the bully’s pals
- Guilt for not having defended the victim

### ***Preparing Children to Become Helpful Bystanders***

Adults can prepare children to become helpful bystanders by discussing with them the different ways bystanders can make a difference, and by letting them know that adults will support them, if and when they step forward. Adults can also provide examples of how helpful bystanders have shown courage and made a difference in real-life situations and in their own experiences.

## WHAT YOU CAN DO

### ***Prevention***

#### **To Prevent Bullying . . .**

**Intervene when children are young.** Children who bully are not born bullies and children who are victimized are not born victims. But many young children engage in aggressive behaviors that may lead to bullying, while others react by submitting or fighting back. Adults can stop these patterns *before* they are established by encouraging cooperative behaviors such as sharing, helping, and problem-solving, and by preventing aggressive responses such as hostility, hurting, and rejection.

**Teach bullying prevention strategies to *all* children.** Don’t assume that only “challenging” children become bullies or that only “weak” children become victims. Most children are likely to be victimized by a bully at some point in their lives, and *all* children can benefit from learning to distinguish between acceptable and unacceptable behaviors; how to stand up for themselves, and others; and when to turn to an adult for help.

**Take bullying seriously.** Pay careful attention to the warning signs and to children most at risk. Make sure children know that bullying will not be tolerated and that you will work with them to make bullying stop.

**Encourage empathy.** Children who can empathize understand that bullying hurts. They are less likely to bully and more likely to help children who are bullied.

**Teach by example.** Be an effective role model. Children learn how to behave by watching and emulating the adults in their lives. Consider how you solve problems, discipline, control your own anger and disappointment, and stand up for yourself and others without fighting. If children observe you acting aggressively, they are more likely to show aggression toward others.

**Help children critically evaluate media violence.** Children may learn aggressive behaviors by watching television and movies that glorify violence and by playing violent video games that reward violent behavior. Help children understand that media portrayals of violence are unrealistic and inappropriate. Intervene when you see children imitating media violence in their play or in their social interactions.

**Provide opportunities for children to learn and practice the qualities and skills that can protect them from bullying.** Children who are *confident* are less likely to tolerate bullying and more likely to have the courage and inner-strength to respond effectively. Children who are *assertive* know how to react to a bully in effective, non-aggressive ways, and they are less likely to be targeted by bullies in the first place. Children who know how to make and keep *friends* can rely on them for protection from bullying. Children who know how to *solve problems constructively* avoid responding aggressively to conflict.

**Encourage children to talk about and report bullying.** When they do, listen carefully, and be patient: Talking about bullying can be difficult, and children may feel embarrassed or afraid to share their concerns.

**Develop strong connections with the children in your care.** Children are less likely to bully if they know it will displease an adult whom they respect and trust. Similarly, children are more likely to confide in an adult with whom they have a caring and trusting relationship.

**Reexamine your own beliefs about bullying.** Misconceptions may prevent you from “seeing” a potential bullying incident or intervening as quickly as you should.

## ***Intervention***

### **When YOU see or hear bullying . . .**

**Intervene immediately.** When you do nothing, you send the message that bullying is acceptable. If you ignore or minimize the problem, victims will not believe that adults understand or care, or that they can help. If *you* don’t intervene, children won’t either.

**Intervene even if you’re not sure it’s bullying.** Observing children’s actions, words, body language, and facial expressions will help you determine if bullying is occurring. Even if it’s not, aggressive behaviors need to be stopped.

**Stand between or near the victim and the bully, separating them if necessary, so as to stop the bullying behaviors.** For young children, consider removing them from the situation to a “time-out” area or room.

**Respond firmly but appropriately.** Remain calm, but convey the seriousness of the situation. Announce that the bullying must stop. Describe the behavior you observed and why it is unacceptable.

**Get help if needed.** If the bully is using physical force, or there is more than one bully, you may need to find another adult to help keep children safe and protect yourself.

**Do not respond aggressively.** Using aggressive behavior sends the wrong message that this is a good way to solve problems. It may also prompt a bully or a bystander to increase his or her bullying behavior or become aggressive toward you.

**Avoid lecturing the bully in front of his or her peers.** Your goal is to end the behavior, not humiliate or shame the bully. Rather than serving as a deterrent, lecturing and scolding often provide the bully with attention that he or she finds rewarding.

**Don’t impose immediate consequences.** Allow yourself time to consider the incident and obtain any clarifying information—then decide the best course of action.

**Don't ask children to "work things out" for themselves.** Bullying is different from an argument or conflict; it involves a power imbalance that requires adult intervention.

**Give praise and show appreciation to helpful bystanders.** Children who try to help the victim or stop the bully are key to bullying prevention.

**Stick around.** Remain in the area until you are sure the behavior has stopped.

## *Follow-Up*

### **After the incident . . .**

**Follow up with each of the "players" separately.** Rely on your relationships and connections with the children to talk openly and productively about the bullying incident, and its effects and consequences.

**Bullies** must understand that bullying is not acceptable and will not be tolerated. To this end, it is important to impose immediate consequences that are appropriate for their offense and developmental level, and that are consistent with program policy. It is also important for children who bully to take responsibility for their actions: to understand *what* they did, *why* their behavior is wrong, *how* it affects their victims, *how* it affects others around them, and to "make amends." Help the bully apologize or make amends by doing something nice for the victim. Consider organizing supervised activities that include both the bully and the victim so they can learn to interact in more positive ways.

**Victims** must know that adults care and support them. Listen carefully to their description of what happened and offer sympathy and support. Help them develop strategies for addressing the problem, should it recur in the future. Let them know they do not deserve to be bullied and they are not alone—adults and peers can help.

**Bystanders** must understand the effects of their actions—or non-actions. Explain that they have the power to cool down the situation by asking the bully to stop, helping the victim walk away, getting support from other bystanders, asking an adult for help, and/or reporting the bullying incident. Talk with them about what they did or did not do to help.

**Inform appropriate staff.** Report the incident to a supervisor and any other staff with whom the children work closely. Inform the children's parents, as warranted.

**Keep a detailed record of the incident.** Include who is involved, where the incident occurred, whether it has happened before, and strategies used to address the problem. This record will reveal any patterns and help you see which interventions work best.

**Check in regularly with the victim, the bully, and program staff** to make sure the bullying does not continue. Create opportunities for talking about bullying issues with children in your program.

## *Talking with Children*

### **What you should tell BULLIES . . .**

1. **Stop the bullying immediately.**
2. **Bullying behaviors will *not* be tolerated.**
3. **Bullying hurts your victim *and* you.**
4. **Bullying sets a bad example for other children.**
5. **Bullying may cause you to lose friends.**
6. **Every child deserves to be treated with respect.**
7. **There are other ways to solve conflicts.**
8. **Ask adults for help if you feel angry or upset, or don't know how to stop bullying.**

### **What you should tell VICTIMS . . .**

1. **You are not responsible for a bully's behavior.** It's not your fault.
2. **Don't respond to bullies by giving in, getting upset, or fighting back—this will encourage them.** Instead, stay calm and be assertive.

3. Sometimes the best response is *no* response—just walk away.
4. **Get help from a trusted adult.** Adults can help you figure out new ways to respond the next time a bully bothers you.
5. **Providing children who are bullied with specific options for responding and an action plan will help them feel less anxious and fearful, and more confident to take action to stop the bullying.**

#### **What you should tell BYSTANDERS . . .**

1. **Your involvement makes a difference.** Don't just stand by and watch quietly.
2. **Stand up for the person being bullied.** If you feel safe, tell the bully to stop. Use phrases such as "Stop teasing!" "Don't fight!" "Leave him alone!" and "It's not funny!"
3. **Don't join in.** Don't laugh at the victim or participate in the teasing, harassing, or fighting. This encourages the bully to continue and can make the situation worse.
4. **Help the victim walk away.** A victim may be too afraid to leave on his or her own, but will do so with the help of a friend.
5. **Encourage other bystanders to help the victim.** Tell them not to join in the bullying.
6. **Get help from a trusted adult.** Report the bullying.
7. **Afterward, tell the victim you feel bad about what happened.** Encourage victims to talk to an adult, and offer to go with them.
8. **Include the victim in activities. Be a good friend.**

Information provided by [www.eyesonbullying.org](http://www.eyesonbullying.org)

## Computer & Internet Parenting Tips

### Start Early

### Create an Honest Open Environment

### Initiate Conversations

### Communicate Your Values

### Be Patient

*Young Kids, Tweens, & Teens*

## UNDER CONSTRUCTION

### *What Can You Do?*

**Remind your kids that online actions can reverberate.** The words they write and the images they post have consequences offline.

**Explain to your kids why it's a good idea to post only information that they are comfortable with others seeing.**

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## What should I do if I am being bullied?

Being bullied can be embarrassing, scary and very hurtful, but you should know that you don't have to put up with being bullied. It is **NOT** a normal part of growing up. **Bullying is wrong.** Bullying is something some people learn, that means it is something we can change and there are things we can do to deal with bullying. Here are some things we all can do to stop bullying:

- **Talk to the bully** if it feels safe to do so.
- **Avoid engaging in verbal and/or written insults** with the bully. This could lead to more aggression from the bully.
- **Seek out an adult or peer immediately** if you feel unsafe. The peer should help you to get out of the situation and find an adult to help you. The adult should show support, help you develop a response strategy and follow-up to make sure the bullying does not continue.
- **Write down what happened.** Who was bullying? Where did it happen? Who did what? Who saw it?
- If you continue to be bullied, **keep telling adults** until the situation is resolved.
- **Learn about what bullying is and then share this with others**, like your parents, friends, teachers, sport coaches and others. A lot of adults believe that bullying is just a normal part of life, **IT'S NOT -BE the change!** And teach them that people should not just accept bullying.
- **You need to know** that you are **NOT alone** in being bullied. Being bullied is embarrassing, scary and hurtful, it is normal to feel scared if you are being bullied, but being bullied is **NOT normal** and you shouldn't have to live with being bullied!

- **You need to know** that being bullied is **NOT your fault**. Bullies might tell you mean things about yourself, but don't believe them. Bullies will say whatever they can to try and have power over you. Don't let them!
- **You need to know** that there are lots of things you can do to help bullying stop, for yourself and for others.
- **Telling is not tattling**. Telling we do to help make things safer and better. Tattling is what people do when they want to get someone else in trouble on purpose.
- **Be brave** When you're scared of another person, it's hard to be brave. But sometimes just acting brave is enough to stop a bully. If you act as though you're not afraid, it may be enough for a people who bully to leave you alone.
- **Stay calm and don't act upset or angry**: bullies love to get a reaction. Practice what you'll do and say the next time it happens. If you don't act upset or react the way they want you to, they may get bored and stop.
- **Ignore the people who bully**. Try to ignore a bully's threats. If you can walk away, it takes a bullies power away because they want you to feel bad about yourself. Don't react. Don't let the people who bully win!
- **If ignoring them won't work, tell the people who are bullying to stop**, say "Cut it out!", "That's not funny!", "How'd you like it if someone did that to you?" Let the people who bully know that what he or she is doing is stupid and mean.
- **Stand up, don't stand back**. Kids can stand up for each other by telling people who bully to stop teasing or hurting someone else. You shouldn't try and fight the people who bully. This almost always makes things worse. Walk up to the person being bullied, talk with them and then walk away together.
- **Refuse to join in** and don't just sit back and watch. The bully wants an audience. You give bullies power when you watch. If you aren't part of the solution, you are part of the problem.
- **Be a friend**. Kids who are being bullied can sure use a friend. Walk with a friend or two on the way to school or recess or lunch or wherever you think you might meet the bully. Offer to do the same for someone else who's having trouble with a bully. Look out for kids who are new to school, or those kids who always seem to be alone.
- **Join a club, a team, or a group**. This is a great way to make new friends. This really helps when you are new to school.
- **Don't fight back**. First of all it's a dangerous thing to. Secondly, it usually makes things worse for everyone. Besides, you can't bully a bully into changing the way they are acting. Stay with others, stay safe, and get help from an adult.
- **Sit or walk near an adult or friend**. Sit near the bus driver. Walk with a teacher or friend during recess or lunchtime.
- **Take a different path** to and from school.
- **Leave at different time** to avoid situations or bullies.
- **Involve as many people as possible**, including other friends or classmates, parents, teachers, school counselors, and the principal.

*Some information provided by [www.bullying.org](http://www.bullying.org)*

## **Warning Signs**

**A culture of silence often surrounds bullying. Many children who are bullied never tell anyone.**

Most bullying is **not** reported because children . . .

- Don't recognize it as bullying
- Are embarrassed
- Don't want to appear weak
- Believe they deserve it
- Want to belong
- Fear retaliation
- Don't know how to talk about it
- Don't have a trusted adult to confide in
- Think adults won't understand
- Think nothing can be done about it

**Just because you don't see it, and others don't talk about it, doesn't mean bullying isn't happening. Even when children fail to report bullying, they often show warning signs.**

**What are some warning signs of bullying?**

- Unexplained damage or loss of clothing and other personal items
- Evidence of physical abuse, such as bruises and scratches
- Loss of friends; changes in friends
- Reluctance to participate in activities with peers
- Loss of interest in favorite activities
- Unusually sad, moody, anxious, lonely, or depressed
- Problems with eating, sleeping, bed-wetting
- Headaches, stomachaches, or other physical complaints
- Decline in school achievement
- Thoughts of suicide

**Some students may withdraw, while others may get angry and seek revenge. Don't assume the problem will go away on its own: talk about what is bothering you or another student. If you or another student are being bullied:**

1. **Show support - Be a helpful bystander!**
2. **Report the behavior to your parent and/or a staff member at school to make sure the bullying does not continue.**
3. **Help develop a response strategy**

## *Cyber-bullying*

**Cyber-bullying is a growing form of bullying that is especially hard to see.** Cyberbullying involves sending or posting hurtful, embarrassing, or threatening text or images using the Internet, cell phones, or other digital communication devices. Using these technologies, cyberbullies can reach a wide group of people very quickly. Their goal: to damage their victim's reputation and friendships.

**Cyber-bullying can involve:**

- Spreading rumors or posting false or private information
- Getting other people to post or send hurtful messages

- Excluding someone from an online group

Young people cyberbully for many reasons. Some do it to deal with their anger, seek revenge, or make themselves appear better than their peers. Others do it for entertainment or for the pleasure of tormenting others. Still others do it simply because they can. By remaining anonymous, and avoiding face-to-face contact, cyberbullies may not realize the consequences of their actions. As a result, they are more likely to say and do things they might hesitate to say or do in person. And young people are often hesitant to report cyberbullying because they are afraid that doing so will lead to restrictions on their own Internet or cell phone use or they believe nothing can be done to stop it.

### **Some things YOU can do to help prevent cyber-bullying and to help you from being a cyber-bully:**

- Use the Internet and cell phones in a safe and responsible manner.
- Do not to share any personal information online.
- Tell your parent or another responsible adult if you are being cyberbullied or know others who are.
- Before you send a message that may not be appropriate, put down the mouse and step away from the computer before you hit "send."
- Think before you click "send." Walk away for awhile and then come back and re-read your message. It is very easy to misunderstand e-mails and cyber-communications. Be cautious and if you have any doubt - Don't Send It!
- Don't attack others online, say anything that could be considered insulting or that is controversial.
- Don't respond to a message when you are angry. Take a time-out to think.
- Remember, once you send it, you can't get it back!

## **THE PLAYERS**

### ***Bully***

**Bullying is about the abuse of power. Children who bully abuse their power to hurt others, deliberately and repeatedly.** They are often hot-tempered, inflexible, overly confident, and don't like to follow rules. They often lack empathy and may even enjoy inflicting pain on others. They often desire to dominate and control others, perceive hostile intent where none exists, overreact aggressively to ambiguous situations, and hold beliefs that support violence.

Sometimes children bully in **groups**. Children may join in because they look up to the bully and want to impress him or her, or because they are afraid and do not want to be attacked themselves.

### **Examining the Effects on the Bully**

**Besides hurting others, bullies damage themselves.** Each time bullies hurt other children, they become even more removed emotionally from the suffering of their victims. They learn to justify their actions by believing their victims deserve to be bullied. They also learn that the way to get what they want from others is through force. Bullies often fail to develop the social skills of sharing, reciprocating, empathizing, and negotiating that form the basis for lasting friendships.

**As they mature into adulthood, children who have bullied others often show higher rates of:**

- o Aggression
- o Antisocial behavior
- o Carrying weapons to school
- o Dropping out of high school
- o Convictions for crime
- o Difficulty controlling their emotions
- o Traffic violations
- o Convictions for drunk driving
- o Depression
- o Suicides

## ***Victim***

Victims of bullying include girls and boys of all ages, sizes, and backgrounds. But some children are more likely than others to be victimized because they appear small, weak, insecure, sensitive, or “different” from their peers.

Some children can reduce their risk of being bullied by dressing or acting in ways that make it easier for them to “fit in.” Yet children should not be expected to conform to avoid the threat of bullying. Every child’s individuality should be appreciated for the value it brings to the group, rather than suppressed to reduce the risk of victimization. Furthermore, not all children are able to alter personal characteristics that may place them at increased risk.

### **Victims tend to share these characteristics and tendencies:**

- Low self-confidence
- Anxiety
- Fearfulness
- Submissiveness
- Depression or sad appearance
- Limited sense of humor
- Below-average size, strength, or coordination
- Feelings of helplessness
- Self-blame for problems
- Social withdrawal and isolation
- Poor social skills
- Low popularity
- Few or no friends
- Excessive dependence on adults

Children who are repeatedly bullied tend to be passive. They inadvertently reward the bully by crying, giving over their possessions, or running away in fear. Some victims also provoke negative responses from others by behaving in socially inappropriate ways. They may trigger conflict or ridicule and then overreact with anger and exasperation.

**Potential victims can reduce their risk of being bullied by learning how to:**

- **Exhibit** self-confidence
- **Avoid** the bully’s tactics

- **Respond** with assertiveness
- **Obtain** support from others

## Examining the Effects on the Victim

**Victims of bullying suffer a wide range of harmful effects—both immediately and for years to come.** While under the influence of a bully, victims may show many signs of physical, emotional, and social distress. They often feel tense, anxious, tired, listless, and sad. Some children lose their confidence, become socially isolated, do poorly in school, or refuse to go to school. They may also show high levels of:

- o Headaches
- o Skin problems
- o Abdominal pain
- o Sleep problems
- o Bed-wetting
- o Crying
- o Depression

## ***Bystander***

Bullying situations usually involve more than the bully and the victim. They also involve **bystanders**—those who watch bullying happen or hear about it.

An important new strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem *or* the solution. Bystanders rarely play a completely neutral role, although they may think they do.

### **Hurtful Bystanders**

**Some bystanders . . . *instigate*** the bullying by prodding the bully to begin.

**Other bystanders . . . *encourage*** the bullying by laughing, cheering, or making comments that further stimulate the bully.

**And other bystanders . . . *join in*** the bullying once it has begun.

**Most bystanders . . . *passively accept*** bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behavior.

### **Helpful Bystanders**

**Bystanders also have the power to play a key role in preventing or stopping bullying.**

**Some bystanders . . . *directly intervene*,** by discouraging the bully, defending the victim, or redirecting the situation away from bullying.

**Other bystanders . . . *get help*,** by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

## Examining the Effects on The Bystander

**Why don't more bystanders intervene?**

- They think, "It's none of my business."
- They fear getting hurt or becoming another victim.

- They feel powerless to stop the bully.
- They don't like the victim or believe the victim "deserves" it.
- They don't want to draw attention to themselves.
- They fear retribution.
- They think that telling adults won't help or it may make things worse.
- They don't know what to do.

**Bystanders who don't intervene or don't report the bullying often suffer negative consequences themselves. They may experience:**

- Pressure to participate in the bullying
- Anxiety about speaking to anyone about the bullying
- Powerlessness to stop bullying
- Vulnerability to becoming victimized
- Fear of associating with the victim, the bully, or the bully's pals
- Guilt for not having defended the victim

## ***WHAT YOU NEED TO KNOW***

### **If you are a BULLY . . .**

1. **Stop the bullying immediately.**
2. **Bullying behaviors will *not* be tolerated.**
3. **Bullying hurts your victim *and* you.**
4. **Bullying sets a bad example for other children.**
5. **Bullying may cause you to lose friends.**
6. **Every child deserves to be treated with respect.**
7. **There are other ways to solve conflicts.**
8. **Ask adults for help if you feel angry or upset, or don't know how to stop bullying.**

### **If you are a VICTIM . . .**

1. **You are not responsible for a bully's behavior.** It's not your fault.
2. **Don't respond to bullies by giving in, getting upset, or fighting back—this will encourage them.** Instead, stay calm and be assertive.
3. **Sometimes the best response is *no* response—just walk away.**
4. **Get help from a trusted adult.** Adults can help you figure out new ways to respond the next time a bully bothers you.

### **If you are a BYSTANDER . . .**

1. **Your involvement makes a difference.** Don't just stand by and watch quietly.
2. **Stand up for the person being bullied.** If you feel safe, tell the bully to stop. Use phrases such as "Stop teasing!" "Don't fight!" "Leave him alone!" and "It's not funny!"
3. **Don't join in.** Don't laugh at the victim or participate in the teasing, harassing, or fighting. This encourages the bully to continue and can make the situation worse.
4. **Help the victim walk away.** A victim may be too afraid to leave on his or her own, but will do so with the help of a friend.
5. **Encourage other bystanders to help the victim.** Tell them not to join in the bullying.
6. **Get help from a trusted adult.** Report the bullying.
7. **Afterward, tell the victim you feel bad about what happened.** Encourage victims to talk to an adult, and offer to go with them.
8. **Include the victim in activities. Be a good friend.**

## What is Bullying?

Bullying is a form of emotional or physical abuse that has three defining characteristics:

- 1. Deliberate**—a bully's intention is to hurt someone
- 2. Repeated**—a bully often targets the same victim again and again
- 3. Power Imbalanced**—a bully chooses victims he or she perceives as vulnerable

Bullying occurs in many different forms, with varying levels of severity. It may involve:

- **Physical Bullying**—poking, pushing, hitting, kicking, beating up
- **Verbal Bullying**—yelling, teasing, name-calling, insulting, threatening to harm
- **Indirect Bullying**—spreading rumors, telling lies, getting others to hurt someone

## Bullying Basics

	We now know that:
Bullying is NOT	pre-wired, harmless, or inevitable
Bullying IS	learned, harmful, and controllable
Bullying SPREADS	if supported or left unchecked
Bullying INVOLVES	everyone—bullies, victims, and bystanders
Bullying CAN BE	effectively stopped or entirely prevented

## Warning Signs

**A culture of silence often surrounds bullying. Many children who are bullied never tell anyone.**

Most bullying is **not** reported because children . . .

- Don't recognize it as bullying
- Are embarrassed
- Don't want to appear weak
- Believe they deserve it
- Want to belong
- Fear retaliation
- Don't know how to talk about it
- Don't have a trusted adult to confide in
- Think adults won't understand
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**Just because you don't see it, and children don't talk about it, doesn't mean bullying isn't happening. Even when children fail to report bullying, they often show warning signs.**

## What are some warning signs of bullying?

- Unexplained damage or loss of clothing and other personal items
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- Unusually sad, moody, anxious, lonely, or depressed
- Problems with eating, sleeping, bed-wetting
- Headaches, stomachaches, or other physical complaints
- Decline in school achievement
- Thoughts of suicide

Some children may withdraw, while others may get angry and seek revenge. Don't assume the problem will go away on its own: Invite children to talk about what is bothering them. If you find out a child *is* being bullied, show support, help develop a response strategy, and follow up to make sure the bullying does not continue.

## Cyberbullying

**Cyberbullying is a growing form of bullying that is especially hard to see.** Cyberbullying involves sending or posting hurtful, embarrassing, or threatening text or images using the Internet, cell phones, or other digital communication devices. Using these technologies, cyberbullies can reach a wide group of people very quickly. Their goal: to damage their victim's reputation and friendships.

### Cyberbullying can involve:

- Spreading rumors or posting false or private information
- Getting other people to post or send hurtful messages
- Excluding someone from an online group

Young people cyberbully for many reasons. Some do it to deal with their anger, seek revenge, or make themselves appear better than their peers. Others do it for entertainment or for the pleasure of tormenting others. Still others do it simply because they can. By remaining anonymous, and avoiding face-to-face contact, cyberbullies may not realize the consequences of their actions. As a result, they are more likely to say and do things they might hesitate to say or do in person. And young people are often hesitant to report cyberbullying because they are afraid that doing so will lead to restrictions on their own Internet or cell phone use or they believe nothing can be done to stop it.

### Some things adults can do to help prevent cyberbullying:

- Keep computers in visible places so that you can monitor use.
- Talk with children about safe and responsible use of the Internet and cell phones, and about the dangers of cyberbullying.
- Discuss what to do when cyberbullying occurs, such as ignoring the posting or calmly, but firmly, telling the cyberbully to remove the harmful material.
- Remind children not to share any personal information online.
- Encourage children to tell you if they are being cyberbullied or know others who are. Assure them that you will help them deal with the problem.
- Set appropriate limits.

# THE PLAYERS

## ***Bully***

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**In the preschool years,** bullies often rely on direct verbal bullying and physical power to control material objects or territory. They may lack the skills to interact in more socially appropriate ways.

**In the elementary school years,** bullies are more likely to use threats and physical force, combined with direct verbal bullying, to make victims do things against their will. At this age, some children begin to use indirect bullying to exclude peers from their social circle.

**In the middle and high school years,** bullies rely on direct verbal bullying such as name-calling and making threatening remarks, as well as physical bullying such as pushing and hitting. Although both boys and girls engage in physical bullying, girls are more likely to participate in indirect, relational bullying, such as rumor-spreading and social exclusion. They often use the Internet or cell phones to send these hurtful messages. While boys tend to rely on bullying to enhance their physical dominance, girls tend to use it to enhance their social status.

Sometimes children bully in **groups**. Children may join in because they look up to the bully and want to impress him or her, or because they are afraid and do not want to be attacked themselves.

## ***Examining the Effects on the Bully***

**Besides hurting others, bullies damage themselves.** Each time bullies hurt other children, they become even more removed emotionally from the suffering of their victims. They learn to justify their actions by believing their victims deserve to be bullied. They also learn that the way to get what they want from others is through force. Bullies often fail to develop the social skills of sharing, reciprocating, empathizing, and negotiating that form the basis for lasting friendships.

**As they mature into adulthood, children who have bullied others often show higher rates of:**

- o Aggression
- o Antisocial behavior
- o Carrying weapons to school
- o Dropping out of high school
- o Convictions for crime
- o Difficulty controlling their emotions
- o Traffic violations
- o Convictions for drunk driving
- o Depression
- o Suicides

**Adults who have been bullied as children may be more likely to allow their own children to bully others, thus raising a new generation of bullies.**

Bullies need not experience these devastating long-term effects if their patterns of behavior are changed before they become habitual and entrenched. Bullying prevention strategies are most effective when applied early to children who are young or have just begun to bully—the earlier the better. Although it's never too late to change a bully's patterns of behavior, these habitual patterns are usually much more difficult to change in later years.

Beginning in the preschool years, adults can teach children important bullying prevention skills and guide children as they practice using these skills. Social skills that form an important foundation for bullying prevention include:

- o Solving social problems
- o Sharing voluntarily
- o Interacting assertively
- o Showing empathy toward others

## **Victim**

Victims of bullying include girls and boys of all ages, sizes, and backgrounds. But some children are more likely than others to be victimized because they appear small, weak, insecure, sensitive, or “different” from their peers.

Some children can reduce their risk of being bullied by dressing or acting in ways that make it easier for them to “fit in.” Yet children should not be expected to conform to avoid the threat of bullying. Every child's individuality should be appreciated for the value it brings to the group, rather than suppressed to reduce the risk of victimization. Furthermore, not all children are able to alter personal characteristics that may place them at increased risk.

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Children who are repeatedly bullied tend to be passive. They inadvertently reward the bully by crying, giving over their possessions, or running away in fear. Some victims also provoke negative responses from others by behaving in socially inappropriate ways. They may trigger conflict or ridicule and then overreact with anger and exasperation.

**Potential victims can reduce their risk of being bullied by learning how to:**

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- **Avoid** the bully's tactics

- **Respond** with assertiveness
- **Obtain** support from others

### ***Examining the Effects on the Victim***

**Victims of bullying suffer a wide range of harmful effects—both immediately and for years to come.** While under the influence of a bully, victims may show many signs of physical, emotional, and social distress. They often feel tense, anxious, tired, listless, and sad. Some children lose their confidence, become socially isolated, do poorly in school, or refuse to go to school. They may also show high levels of:

- o Headaches
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- o Abdominal pain
- o Sleep problems
- o Bed-wetting
- o Crying
- o Depression

Victims' painful memories of having been bullied linger as the victims mature into adulthood. Adults who were victimized as children may continue to show poor self-confidence and problems with depression.

**In cases of extreme bullying, some tormented victims have resorted to violence toward themselves or others.**

**Bullicide . . .** Some victims of bullying have committed suicide.

*Children as young as nine may think about suicide as a way to escape their bullies.\**

**School Shooters . . .** Other victims of bullying have used guns to take violent revenge in schools against their bullies and others who they believe have failed to support them.

*Many school shooters were bullied: In 37 incidents of targeted school violence between 1974 and 2000, almost three-quarters of the shooters reported being bullied, persecuted, threatened, attacked, or injured before the incident. Sometimes the experience of being bullied seemed to have influenced the shooter's decision to make an attack at the school.\*\**

\* \* \* \* \*

\* van der Wal, M. F., de Wit, C. A. M., & Hirasing, R. A. (2003). Psychosocial health among young victims and offenders of direct and indirect bullying. *Pediatrics*, 111, 1312–1317.

\*\* Vossekuil, B., Fein, R. A., Reddy, M., Borum, R., Modzeleski, W. (2002, May). *The final report and findings of the Safe School Initiative: Implications for the prevention of school attacks in the United States*. U. S. Secret Service and U. S. Department of Education. Retrieved October 25, 2007, from [www.secretservice.gov/ntac/ssi\\_final\\_report.pdf](http://www.secretservice.gov/ntac/ssi_final_report.pdf)

## ***Bystander***

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### ***Examining the Effects on The Bystander***

#### **Why don't more bystanders intervene?**

- They think, "It's none of my business."
- They fear getting hurt or becoming another victim.
- They feel powerless to stop the bully.
- They don't like the victim or believe the victim "deserves" it.
- They don't want to draw attention to themselves.
- They fear retribution.
- They think that telling adults won't help or it may make things worse.
- They don't know what to do.

**Bystanders who don't intervene or don't report the bullying often suffer negative consequences themselves. They may experience:**

- Pressure to participate in the bullying
- Anxiety about speaking to anyone about the bullying
- Powerlessness to stop bullying
- Vulnerability to becoming victimized
- Fear of associating with the victim, the bully, or the bully's pals
- Guilt for not having defended the victim

#### **Preparing Children to Become Helpful Bystanders**

Adults can prepare children to become helpful bystanders by discussing with them the different ways bystanders can make a difference, and by letting them know that adults will support them, if and when they step forward. Adults can also provide examples of how helpful bystanders have shown courage and made a difference in real-life situations and in their own experiences.

## **WHAT YOU CAN DO?**

### ***Prevention***

**To Prevent Bullying . . .**

**Intervene when children are young.** Children who bully are not born bullies and children who are victimized are not born victims. But many young children engage in aggressive behaviors that may lead to bullying, while others react by submitting or fighting back. Adults can stop these patterns *before* they are established by encouraging cooperative behaviors such as sharing, helping, and problem-solving, and by preventing aggressive responses such as hostility, hurting, and rejection.

**Teach bullying prevention strategies to *all* children.** Don't assume that only "challenging" children become bullies or that only "weak" children become victims. Most children are likely to be victimized by a bully at some point in their lives, and *all* children can benefit from learning to distinguish between acceptable and unacceptable behaviors; how to stand up for themselves, and others; and when to turn to an adult for help.

**Take bullying seriously.** Pay careful attention to the warning signs and to children most at risk. Make sure children know that bullying will not be tolerated and that you will work with them to make bullying stop.

**Encourage empathy.** Children who can empathize understand that bullying hurts. They are less likely to bully and more likely to help children who are bullied.

**Teach by example.** Be an effective role model. Children learn how to behave by watching and emulating the adults in their lives. Consider how you solve problems, discipline, control your own anger and disappointment, and stand up for yourself and others without fighting. If children observe you acting aggressively, they are more likely to show aggression toward others.

**Help children critically evaluate media violence.** Children may learn aggressive behaviors by watching television and movies that glorify violence and by playing violent video games that reward violent behavior. Help children understand that media portrayals of violence are unrealistic and inappropriate. Intervene when you see children imitating media violence in their play or in their social interactions.

**Provide opportunities for children to learn and practice the qualities and skills that can protect them from bullying.** Children who are *confident* are less likely to tolerate bullying and more likely to have the courage and inner-strength to respond effectively. Children who are *assertive* know how to react to a bully in effective, non-aggressive ways, and they are less likely to be targeted by bullies in the first place. Children who know how to make and keep *friends* can rely on them for protection from bullying. Children who know how to *solve problems constructively* avoid responding aggressively to conflict.

**Encourage children to talk about and report bullying.** When they do, listen carefully, and be patient: Talking about bullying can be difficult, and children may feel embarrassed or afraid to share their concerns.

**Develop strong connections with the children in your care.** Children are less likely to bully if they know it will displease an adult whom they respect and trust. Similarly, children are more likely to confide in an adult with whom they have a caring and trusting relationship.

**Reexamine your own beliefs about bullying.** Misconceptions may prevent you from "seeing" a potential bullying incident or intervening as quickly as you should.

## ***Intervention***

### **When YOU see or *hear* bullying . . .**

**Intervene immediately.** When you do nothing, you send the message that bullying is acceptable. If you ignore or minimize the problem, victims will not believe that adults understand or care, or that they can help. If *you* don't intervene, children won't either.

**Intervene even if you're not sure it's bullying.** Observing children's actions, words, body language, and facial expressions will help you determine if bullying is occurring. Even if it's not, aggressive behaviors need to be stopped.

**Stand between or near the victim and the bully, separating them if necessary, so as to stop the bullying behaviors.** For young children, consider removing them from the situation to a "time-out" area or room.

**Respond firmly but appropriately.** Remain calm, but convey the seriousness of the situation. Announce that the bullying must stop. Describe the behavior you observed and why it is unacceptable.

**Get help if needed.** If the bully is using physical force, or there is more than one bully, you may need to find another adult to help keep children safe and protect yourself.

**Do not respond aggressively.** Using aggressive behavior sends the wrong message that this is a good way to solve problems. It may also prompt a bully or a bystander to increase his or her bullying behavior or become aggressive toward you.

**Avoid lecturing the bully in front of his or her peers.** Your goal is to end the behavior, not humiliate or shame the bully. Rather than serving as a deterrent, lecturing and scolding often provide the bully with attention that he or she finds rewarding.

**Don't impose immediate consequences.** Allow yourself time to consider the incident and obtain any clarifying information—then decide the best course of action.

**Don't ask children to “work things out” for themselves.** Bullying is different from an argument or conflict; it involves a power imbalance that requires adult intervention.

**Give praise and show appreciation to helpful bystanders.** Children who try to help the victim or stop the bully are key to bullying prevention.

**Stick around.** Remain in the area until you are sure the behavior has stopped.

## ***Follow-Up***

***After the incident . . .***

**Follow up with each of the “players” separately.** Rely on your relationships and connections with the children to talk openly and productively about the bullying incident, and its effects and consequences.

**Bullies** must understand that bullying is not acceptable and will not be tolerated. To this end, it is important to impose immediate consequences that are appropriate for their offense and developmental level, and that are consistent with program policy. It is also important for children who bully to take responsibility for their actions: to understand *what* they did, *why* their behavior is wrong, *how* it affects their victims, *how* it affects others around them, and to “make amends.” Help the bully apologize or make amends by doing something nice for the victim. Consider organizing supervised activities that include both the bully and the victim so they can learn to interact in more positive ways.

**Victims** must know that adults care and support them. Listen carefully to their description of what happened and offer sympathy and support. Help them develop strategies for addressing the problem, should it recur in the future. Let them know they do not deserve to be bullied and they are not alone—adults and peers can help.

**Bystanders** must understand the effects of their actions—or non-actions. Explain that they have the power to cool down the situation by asking the bully to stop, helping the victim walk away, getting support from other bystanders, asking an adult for help, and/or reporting the bullying incident. Talk with them about what they did or did not do to help.

**Inform appropriate staff.** Report the incident to a supervisor and any other staff with whom the children work closely. Inform the children’s parents, as warranted.

**Keep a detailed record of the incident.** Include who is involved, where the incident occurred, whether it has happened before, and strategies used to address the problem. This record will reveal any patterns and help you see which interventions work best.

**Check in regularly with the victim, the bully, and program staff** to make sure the bullying does not continue. Create opportunities for talking about bullying issues with children in your program.

## ***Talking with Children***

### ***What you should tell BULLIES . . .***

1. **Stop the bullying immediately.**
2. **Bullying behaviors will *not* be tolerated.**
3. **Bullying hurts your victim *and* you.**
4. **Bullying sets a bad example for other children.**
5. **Bullying may cause you to lose friends.**
6. **Every child deserves to be treated with respect.**
7. **There are other ways to solve conflicts.**
8. **Ask adults for help if you feel angry or upset, or don't know how to stop bullying.**

### ***What you should tell VICTIMS . . .***

1. **You are not responsible for a bully's behavior.** It's not your fault.
2. **Don't respond to bullies by giving in, getting upset, or fighting back—this will encourage them.** Instead, stay calm and be assertive.
3. **Sometimes the best response is *no* response—just walk away.**
4. **Get help from a trusted adult.** Adults can help you figure out new ways to respond the next time a bully bothers you.
5. **Providing children who are bullied with specific options for responding and an action plan will help them feel less anxious and fearful, and more confident to take action to stop the bullying.**

### ***What you should tell BYSTANDERS . . .***

1. **Your involvement makes a difference.** Don't just stand by and watch quietly.
2. **Stand up for the person being bullied.** If you feel safe, tell the bully to stop. Use phrases such as "Stop teasing!" "Don't fight!" "Leave him alone!" and "It's not funny!"
3. **Don't join in.** Don't laugh at the victim or participate in the teasing, harassing, or fighting. This encourages the bully to continue and can make the situation worse.
4. **Help the victim walk away.** A victim may be too afraid to leave on his or her own, but will do so with the help of a friend.
5. **Encourage other bystanders to help the victim.** Tell them not to join in the bullying.
6. **Get help from a trusted adult.** Report the bullying.
7. **Afterward, tell the victim you feel bad about what happened.** Encourage victims to talk to an adult, and offer to go with them.
8. **Include the victim in activities. Be a good friend.**

Information provided by [www.eyesonbullying.org](http://www.eyesonbullying.org)

## **Policies**

[IUSD Board Policies](#)  
[California Laws](#)  
[Education Codes](#)  
[Penal Codes](#)

### ***IUSD Board Policies***

- [5142](#) STUDENT SAFETY
- [5144](#) STUDENT CONDUCT
- [5145.6](#) HARASSMENT AND HATE-VIOLENCE
- [5145.7](#) SEXUAL HARASSMENT - STUDENTS
- [5145.8](#) BULLYING / CYBER BULLYING

## *California Laws*

### **AB 9** (effective July 1, 2012)

This bill amends Education Code section 234.1 to require school districts to adopt a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

As amended, Education Code section 234.1 also requires school districts to adopt a process for receiving and investigating complaints of discrimination, harassment, intimidation and bullying (based on a protected characteristic), which shall include:

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation or bullying, he or she shall take immediate steps to intervene when safe to do so.
- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation or bullying that shall be followed by all schools under the jurisdiction of the school district.
- An appeal process afforded to the complainant should he or she disagree with the resolution of the complaint.
- All forms developed pursuant to this process must be translated pursuant to Education Code section 48985.

### **AB 746** (effective January 1, 2012 - June 30, 2012)

This bill amends the definition of "cyberbullying." This bill amends Education Code section 32261 to define an "electronic act" as "transmission of a communication, including but not necessarily limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including but not necessarily limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager."

### **AB 1156** (effective July 1, 2012)

Under current law, bullying is a cause for student discipline under Education Code section 48900 (r) only insofar as the conduct also violates Education Code section 48900.2, 48900.3 or 48900.4. This bill amends Section 48900 (r) to broaden the definition of "bullying" and to define the terms used therein. As of July 1, 2012, bullying as a cause for student discipline will be defined as follows:

- "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
  1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

## *Education Codes*

A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts

that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.

**Education Code 48900 (r)**

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

**Education Code 48900.2**

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

**Section 212.5:** "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. **This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.**

**Education Code 48900.3**

**Hate Violence:** In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

**Education Code 32261**

32261. (a) The Legislature hereby recognizes that all pupils enrolled in the state public schools have the inalienable right to attend classes on school campuses that are safe, secure, and peaceful. The Legislature also recognizes that pupils cannot fully benefit from an educational program unless they attend school on a regular basis. In addition, the Legislature further recognizes that school crime, vandalism, truancy, and excessive absenteeism are significant problems on far too many school campuses in the state. (b) The Legislature hereby finds and declares that the establishment of an interagency coordination system is the most efficient and long-lasting means of resolving school and community problems of truancy and crime, including vandalism, drug and alcohol abuse, gang membership, gang violence, and hate crimes. (c) It is the intent of the Legislature in enacting this chapter to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses, and that address the safety concerns of local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, school police, and other school employees interested in the prevention of school crime and violence. (d) It is the intent of the Legislature in enacting this chapter to encourage school districts, county offices of education, law enforcement agencies, and agencies serving youth to develop and implement interagency strategies, in-service training programs, and activities that will improve school attendance and reduce school crime and violence, including vandalism, drug and alcohol abuse, gang membership, gang violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen

relationship violence, and discrimination and harassment, including, but not limited to, sexual harassment. (e) It is the intent of the Legislature in enacting this chapter that the School/Law Enforcement Partnership shall not duplicate any existing gang or drug and alcohol abuse program currently provided for schools. (f) As used in this chapter, "bullying" means one or more acts by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4. (g) As used in this chapter, an "electronic act" means 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.

## *Penal Codes*

**PC 653m.** (a) Every person who, with intent to annoy, telephones or makes contact by means of an electronic communication device with another and addresses to or about the other person any obscene language or addresses to the other person any threat to inflict injury to the person or property of the person addressed or any member of his or her family, is guilty of a misdemeanor. Nothing in this subdivision shall apply to telephone calls or electronic contacts made in good faith. (b) Every person who, with intent to annoy or harass, makes repeated telephone calls or makes repeated contact by means of an electronic communication device, or makes any combination of calls or contact, to another person is, whether or not conversation ensues from making the telephone call or contact by means of an electronic communication device, guilty of a misdemeanor. Nothing in this subdivision shall apply to telephone calls or electronic contacts made in good faith or during the ordinary course and scope of business. (c) Any offense committed by use of a telephone may be deemed to have been committed when and where the telephone call or calls were made or received. Any offense committed by use of an electronic communication device or medium, including the Internet, may be deemed to have been committed when and where the electronic communication or communications were originally sent or first viewed by the recipient. (d) Subdivision (a) or (b) is violated when the person acting with intent to annoy makes a telephone call or contact by means of an electronic communication device requesting a return call and performs the acts prohibited under subdivision (a) or (b) upon receiving the return call. (e) Subdivision (a) or (b) is violated when a person knowingly permits any telephone or electronic communication under the person's control to be used for the purposes prohibited by those subdivisions. (f) If probation is granted, or the execution or imposition of sentence is suspended, for any person convicted under this section, the court may order as a condition of probation that the person participate in counseling. (g) For purposes of this section, the term "electronic communication device" includes, but is not limited to, telephones, cellular phones, computers, video recorders, facsimile machines, pagers, personal digital assistants, smart phones, and any other device that transfers signs, signals, writing, images, sounds, or data. "Electronic communication device" also includes, but is not limited to, videophones, TTY/TDD devices, and all other devices used to aid or assist communication to or from deaf or disabled persons. "Electronic communication" has the same meaning as the term defined in Subsection 12 of Section 2510 of Title 18 of the United States Code.

**PC 653.2. (a)** Every person who, with intent to place another person in reasonable fear for his or her safety, or the safety of the other person's immediate family, by means of an electronic communication device, and without consent of the other person, and for the purpose of imminently causing that other person unwanted physical contact, injury, or harassment, by a third party, electronically distributes, publishes, e-mails, hyperlinks, or makes available for downloading, personal identifying information, including, but not limited to, a digital image of another person, or an electronic message of a harassing nature about another person, which would be likely to incite or produce that unlawful action, is guilty of a misdemeanor punishable by up to one year in a county jail, by a fine of not more than one thousand dollars (\$1,000), or by both that fine and imprisonment. (b) For purposes of this section, "electronic communication device" includes, but is not limited to, telephones, cell phones, computers, Internet Web pages or sites, Internet phones, hybrid cellular/Internet/wireless devices, personal digital assistants (PDAs), video recorders, fax machines, or pagers. "Electronic communication" has the same meaning as the term is defined in Section 2510(12) of Title 18 of the United States Code. (c) For purposes of this section, the following terms apply: (1) "Harassment" means a knowing and willful course of conduct directed at a specific person that a reasonable person would consider as seriously alarming, seriously annoying, seriously tormenting, or seriously terrorizing the person and that serves no legitimate purpose. (2) "Of a harassing nature" means of a nature that a reasonable person would consider as seriously alarming, seriously annoying, seriously tormenting, or seriously terrorizing of the person and that serves no legitimate purpose.

**PC 528.5. (a)** Notwithstanding any other provision of law, any person who knowingly and without consent credibly impersonates another actual person through or on an Internet Web site or by other electronic means for purposes of harming, intimidating, threatening, or defrauding another person is guilty of a public offense punishable pursuant to subdivision (d). (b) For purposes of this section, an impersonation is credible if another person would reasonably believe, or did reasonably believe, that the defendant was or is the person who was impersonated. (c) For purposes of this section, "electronic means" shall include opening an e-mail account or an account or profile on a social networking Internet Web site in another person's name. (d) A violation of subdivision (a) is punishable by a fine not

exceeding one thousand dollars (\$1,000), or by imprisonment in a county jail not exceeding one year, or by both that fine and imprisonment. (e) In addition to any other civil remedy available, a person who suffers damage or loss by reason of a violation of subdivision (a) may bring a civil action against the violator for compensatory damages and injunctive relief or other equitable relief pursuant to paragraphs (1), (2), (4), and (5) of subdivision (e) and subdivision (g) of Section 502.

### **PC 422.6**

(a) No person, whether or not acting under color of law, shall by force or threat of force, willfully injure, intimidate, interfere with, oppress, or threaten any other person in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States in whole or in part because of one or more of the actual or perceived characteristics of the victim listed in subdivision (a) of Section 422.55.

### **PC422.55**

For purposes of this title, and for purposes of all other state law unless an explicit provision of law or the context clearly requires a different meaning, the following shall apply: (a) "Hate crime" means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) Disability. (2) Gender. (3) Nationality. (4) Race or ethnicity. (5) Religion. (6) Sexual orientation. (7) Association with a person or group with one or more of these actual or perceived characteristics. (b) "Hate crime" includes, but is not limited to, a violation of Section 422.6.

## **RESOURCES**

### ***MONITORING SOFTWARE***

#### **safetyweb.com**

Helpful tool for parents who need assistance in monitoring instant messaging and social networking sites.

#### **Spector Pro - [www.spectorsoft.com](http://www.spectorsoft.com)**

Monitors keystrokes typed, chats/IM's, email, web sites, Facebook, remote viewing, online searches, program activity, keyword alerts, website blocking, video-style playback

### ***WEBSITES [www](http://www).***

#### [athinline.org](http://athinline.org)

Drawing the line between digital use and abuse.

#### [bullybeware.com](http://bullybeware.com)

This website provides general information and products on Bullying for educators and families.

#### [bullying.org](http://bullying.org)

Bullying.org is dedicated to increasing the awareness of bullying and to preventing, resolving, and eliminating bullying in society.

#### [bullinginfo.org](http://bullinginfo.org)

U.S. Department of Education bullying prevention and response.

#### [bullypolice.org](http://bullypolice.org)

A watch-dog organization that advocates for bullied children and report on state anti-bullying laws.

#### [cde.ca.gov/ls/ss/se/bullyingprev.asp](http://cde.ca.gov/ls/ss/se/bullyingprev.asp)

A California Department of Education website with resources available on bullying prevention.

#### [commonsensemedia.org](http://commonsensemedia.org)

- Reviews and ratings on movies, games, websites, TV, books and music
- Information on the impact of media on children's physical, mental and social development
- Tips for parents on how to manage their children's media

- Resources for educators

[cops.usdoj.gov/pdf/e12011405.pdf](https://cops.usdoj.gov/pdf/e12011405.pdf)

U.S. Department of Justice: Bullying in schools - a problem oriented policing guide.

[cyberbullying.org](https://cyberbullying.org)

General information on cyber-bullying.

[cyberbullying.us](https://cyberbullying.us)

- Myths and facts about cyberbullying
- Resources for youth
- Depression assessment
- Suggestions for youth to get involved with activities outside of school

[cyberbully411.org](https://cyberbully411.org)

Cyberbully411.org is an effort to provide resources for youth who have questions about or have been targeted by online harassment.

[cyberbullyhelp.com](https://cyberbullyhelp.com)

Preventing bullying in the digital age.

[digizen.org](https://digizen.org)

The Digizen website provides information for educators, parents, and young people. It is used to strengthen their awareness and understanding of what digital citizenship is and encourages users of technology to be and become responsible digital citizens.

[dontlaugh.org](https://dontlaugh.org)

A general information website on bullying.

[eyesonbullying.org](https://eyesonbullying.org)

The Eyes on Bullying multimedia product was developed by a team of professionals at the Education Development Center. The website provides a free downloadable toolkit, "Eyes on Bullying, What Can You Do?" The Eyes on Bullying provided significant content for the Irvine Unified School District anti-bullying website.

[42explore.com/bully.htm](https://42explore.com/bully.htm)

A website that has catalogued numerous resources on the Internet, television shows, articles, etc.

[ftc.gov/bcp/menus/consumer/tech/privacy.shtm](https://ftc.gov/bcp/menus/consumer/tech/privacy.shtm)

The Federal Trade Commission has a website, [www.ftc.gov](https://www.ftc.gov) that covers *Protecting America's Consumers*. This amazing website has a plethora of items on Internet safety. A great resource for parents and students!

[getnetwise.org](https://getnetwise.org)

Getnetwise.org is a public service brought to you by the Internet industry corporations and public interest organizations to help insure the Internet users have safe, constructive and educational or entertaining online experiences.

[glsen.org](https://glsen.org)

Gay Lesbian Straight Education Network (GLSEN): Provides resources and support for schools to implement effective and age-appropriate anti-bullying programs to improve school climate for all students.

[gsanetwork.org](https://gsanetwork.org)

Gay-Straight Alliance Network connects school-based Gay-Straight Alliances (GSAs) to each other and community resources through peer support, leadership development, and training.

[It Gets Better Project: youtube.com/user/itgetsbetterproject](https://www.youtube.com/user/itgetsbetterproject)

Many LGBT youth can't picture what their lives might be like as openly gay adults. The videos provide a positive message about what the future can be.

[ikeepSAFE.org](http://ikeepSAFE.org)

ikeepSAFE.org's mission is to give parents, educators, and policy makers the information and tools which empower them to teach children the safe and healthy use of technology and the Internet.

[iSAFE.org](http://iSAFE.org)

i-SAFE Inc. is a publisher of media literacy and digital citizenship education materials and programming with worldwide distribution channels.

[makeitbetterproject.org](http://makeitbetterproject.org)

LGBT youth should not have to suffer through bullying at school. Information on how to Make it Better.

[MARC: http://webhost.bridgew.edu/marc/](http://webhost.bridgew.edu/marc/)

The Massachusetts Aggression Reduction Center provides research, education, services and programs to education, law enforcement, and human services.

[mysecurecyberspace.com](http://mysecurecyberspace.com)

Carengie Mellon University:

- Cell phone guide for families with children
- Focus on cyberbullying (articles, tools, and lessons)
- Encyclopedia of risks and threats
- Software recommendations for parental control and email tracking
- Password security and privacy tools

[nationalsave.org/index.php](http://nationalsave.org/index.php)

The National Association of Students Against Violence Everywhere: Students learn about alternatives to violence and practice what they learn.

[ncpc.org/topics/bullying](http://ncpc.org/topics/bullying)

National Crime Prevention Council: Information and resources to help prevent the serious problem of bullying.

[netlingo.com](http://netlingo.com)

Text messaging and computer use abbreviations.

[netsmartz.org](http://netsmartz.org)

From the National Center for Missing and Exploited Children. Information for young kids, youth, and adults.

[nonamecallingweek.org](http://nonamecallingweek.org)

An organization consisting of over 40 national partner organizations organizes an actual No Name-Calling Week in schools across the nation.

[nprinc.com/bully/vabp.htm](http://nprinc.com/bully/vabp.htm)

National Professional Resources, Inc. The educator's source for classroom and staff development resources.

[olweus.org/public/index.page](http://olweus.org/public/index.page)

Self described as "the world's foremost bullying prevention program."

[onguardonline.gov](http://onguardonline.gov)

This website provides resources such as articles, games, and videos for tips about computer security, phishing, spam, kids' online safety, malware, online tracking, shopping online and mobile apps.

- Practical tips from the federal government and the technological community
- Toolkits with guides and videos
- Online safety PowerPoint presentation

- Free books and resources for parents, students, and educators
- The creator of *Net Cetera: Chatting with Kids About Being Online*

[pbis.org](http://pbis.org)

PBIS: Positive Behavioral Interventions and Supports - Provides an operational framework for ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions.

[pbskids.org/itsmylife/friends/bullies/](http://pbskids.org/itsmylife/friends/bullies/)

Games, videos, advice and other child-friendly resources to prevent bullying.

[pts.org/bullying.asp](http://pts.org/bullying.asp)

National PTA: Information on identifying and stopping bullying in your community.

[safeschoolscoalition.org/safe.html](http://safeschoolscoalition.org/safe.html)

An international public-private partnership in support of gay, lesbian, bisexual and transgender youth, working to help schools become safe places.

[safetyweb.com](http://safetyweb.com)

Helpful tool for parents who need assistance in monitoring instant messaging and social networking sites.

[staysafeonline.org](http://staysafeonline.org)

This website is offered by the National Cyber Security Alliance whose mission is to educate and therefore empower a digital society to use the Internet safely and securely at home, work, and school, protecting the technology individuals use, the networks they connect to, and our shared digital assets.

[stompoutbullying.org/index.php](http://stompoutbullying.org/index.php)

A national anti-bullying and cyberbullying program for kids and teens.

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

A federal government website managed by the U.S. Department of Health & Human Services devoted to bullying topics.

[stopcyberbullying.org](http://stopcyberbullying.org)

This website provides general information on Bullying for educators and families.

[stopbullyingnow.com](http://stopbullyingnow.com)

Presenting practical research-based strategies for reducing bullying in schools.

[stopbullyingnow.hrsa.gov](http://stopbullyingnow.hrsa.gov)

A general information website on bullying developed by the federal government.

[stopcyberbullying.org](http://stopcyberbullying.org)

A general information website on cyberbullying and prevention.

[the-trevorproject.org](http://the-trevorproject.org)

The Trevor Project is the leading national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth.

[tolerance.org/bullied](http://tolerance.org/bullied)

Teaching tolerance: *Bullied* is a documentary film that chronicles one student's ordeal at the hands of anti-gay bullies and offers an inspiring message of hope to those fighting harassment today.

[urbandictionary.com](http://urbandictionary.com)

Definitions of current trends, fads, and lingo.

[webopedia.com](http://webopedia.com)

Text messaging abbreviations, twitter dictionary, etc.

[webwisekids.org](http://webwisekids.org)

Unique and effective resources to equip young people to safely use and enjoy the latest technologies.

[wiredsafety.org](http://wiredsafety.org)

World's largest internet safety and help group.

## **BOOKS FOR ADULTS**

*12 Strategies That Will End Female Bullying* by Cherly Dellasega and Charisse Nixon

*Breaking the Culture of Bullying and Disrespect, Grades K-8: Best Practices and Successful Strategies* by M. Beaudoin and M. Taylor

*Bullying and Harassment: Legal Guide for Educators* by Association for Supervision and Curriculum Development

*Bullying at School: What We Know and What We Can Do* by D. Olweus

*Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying* by S. Hinduja and J.W. Patchin

*Bullying from Both Sides - Strategic Interventions for Working with Bullies and Victims* by Walter B. Roberts, Jr.

*Bullying in Schools: What You Need to Know* by Paul Langan

*Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress* by N.E. Willard and K. Steiner

*Empowering Bystanders in Bullying Prevention - Grades K-8*, by Stan Davis

*Girl Wars: 12 Strategies that Will End Female Bullying* by C. Dellasega and C. Nixon

*Schools Where Everyone Belongs* by Stan Davis

*Sticks and Stones - 7 Ways for Children to Deal with Teasing, Conflict and Other Hard Times* by Scott Cooper

*The ABC's of Bullying Prevention* by K.Shore

*The Bullyfree Classroom - 100 Tips and Strategies for Teachers K-8* by Allan L. Beane

*The Bully, the Bullied, and the Bystander* by Barbara Coloroso

*Working with Parents of Bullies and Victims* by Walter B. Roberts, Jr.

## **BOOKS FOR CHILDREN**

*Amelia Takes Command* by M. Moss

*Baseball Ballerina Strikes Out* by K. McKeon

*Bullies are a Pain in the Brain* by T. Romain (For grades 3-7)

*Bullying* by P. Sanders (For ages 9-12)

*Dealing with Bullying* by M. Johnston (For grades K-4)

*King of the Kootes* by D. Dadey

*Loudmouth George and the Sixth-Grade Bully* by N. Carlson

*Marianthe's Story: Painted Words/Spoken Memories* by Akili

*Mean Mean Maureen Green* by J. Cox

*Stop Picking on Me* by P. Thomas and L. Harker (For ages 4-8)

*Talking About Bullying* by J. Powell (For grades 1-3)

*Thank You, Mr. Falker* by P. Polacco

*The Berenstain Bears and the Bully* by S. Berenstain

*The Girls* by A. Koss

*Weirdo's War* by M. Coleman

*Why is Everybody Always Picking on Me? A Guide to Handling Bullies* by T. Webster-Doyle (For ages 9-12)

## **PUBLICATIONS**

*A Parent's Guide to Facebook* by Anne Collier and Larry Magid

*Bullying: It's Not OK* by The American Academy of Pediatrics

*A Mini-Guide for Parents: Together We Can Be Bully Free* by Allan L. Beane, Ph.D. (free from Spirit Publishing)

*Chatting With Kids About Being Online* by NET CETERA [Net\\_Cetera\\_Full\\_Color](#)

*Chatting With Kids About Being Online PowerPoint Presentation* by NET CETERA OnGuard Online [Net\\_Cetera\\_Presentation](#)

*Heads Up: Stop, Think, Click* Student Instructional Pamphlet by OnGuard Online [Heads\\_Up\\_Full\\_Color](#)

*No Place For Hate Community Resource Guide* by The Anti-Defamation League