

## ANTI-BULLYING GUIDE OUTLINE

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### IN MEMORY OF RONIN SHIMIZU (2002-2014)

#### BULLYING STATISTICS ON THE CORRELATION OF AAPI BULLYING AND SUICIDE

<http://www.bullyingstatistics.org/content/bullying-and-suicide.html>

<http://hyphenmagazine.com/magazine/issue-24-survival-winter-2011/face-bullying>

- Suicide is the third leading cause of death among young people, resulting in about 4,400 deaths per year, according to the CDC. For every suicide among youth, there are at least 100 suicide attempts.
- A Yale study showed bully victims are 2 to 9 times more likely to consider suicide than non-victims.
- Bully-related suicide can be connected to any type of bullying, including physical bullying, emotional bullying, cyberbullying, and sexting, or circulating suggestive or nude photos or messages about a person. Over 14% of high school students considered suicide, and almost 7% have attempted it.
- According to statistics reported by ABC News, nearly 30% of students are either bullies or victims of bullying, and 160,000 kids stay home from school every day because of fear of bullying.
- A 2009 survey of 6,500 students funded by U.S. Justice and Education departments showed that 54% of Asian American teenagers are bullied in school, an overwhelming number compared to their white peers (31.3%), African American peers (38.4%) and Hispanic peers (34.3%) who are harassed.
- Cyberbullying is an even bigger problem for Asian Americans. 62 % of Asian American kids are harassed online at least once or twice a month, compared to 18.1 % of white teenagers.

**DEFINITION OF BULLYING** [www.stopbullying.gov](http://www.stopbullying.gov)

- Unwanted, aggressive behavior involving real or perceived power imbalance
  - Using physical strength, embarrassing information or popularity to control or harm others
- Behavior is repeated over time or has the potential of being continually repeated

**BULLYING VERSUS HARRASSMENT**

[www.differencebetween.net/miscellaneous/difference-between-bullying-and-harassment/](http://www.differencebetween.net/miscellaneous/difference-between-bullying-and-harassment/)

- Bullying happens in a place that is in the comfort zone of the bully
  - Facility where one often congregates with others
    - School, workplace, community center
    - Space regularly in common to the bully and the victim
- Harassment can take place anywhere.
  - It may happen in the same location as bullying
  - It can also happen in a neutral or public environment.
- Bullying is generally done by someone whom know you and who knows you.
  - You may not be close, but they will be at least familiar with you and your life.Harassment can be done by someone who knows you or is a complete stranger
  - It may be someone you've never seen before and may never see again.
- People who engage in bullying, do so from a sense of insecurity or inadequacy
  - In school, bullies target those weaker than themselves
  - In the workplace, bullies target those who are more successful than themselves
- Harassment has its basis in herd mentality
  - People who harass assume that people who are different from their personal norm as bad.
  - They base their discrimination of someone due to his or her color, creed, nationality, race, gender, or sexual orientation.

**CHARACTERISTICS OF BULLIES** <http://bullying.about.com/od/Bullies/a/6-Common-Types-Of-Bullies.htm>

- Bullied victims
  - Bullied victims who become bullies to others as a way of retaliating for the pain they feel
  - Often times bully comes from a home with domestic violence by parents or siblings
- Popular/Aggressive Bullies
  - Popular bullies have a sense of entitlement that can stem from their popularity, their size, their upbringing or their socio-economic status.
- Relational Bullies
  - Bullies use excluding, isolating and ostracizing others, controlling by gossip, name-calling, labels
  - Typically, they target others they are jealous of or they feel are socially unacceptable
- Serial Bullies
  - Bullies that are systematic, controlled and calculated in their approach, but nice, charming, and charismatic to authority figures.
  - Skilled manipulators and liars capable of twisting facts and situations to maintain innocence
- Group Bullies
  - Typically part of a group and have a pack mentality that fosters action as a group
  - Very dangerous type of bullying because things can quickly escalate out of control
- Indifferent Bullies
  - Bullies who have no empathy are often the most dangerous with no care for the consequences
  - Often vicious with deep psychological problems that need to be addressed by a professional.

**MEANS OF BULLYING** <http://bullying.about.com/od/Basics/a/6-Types-Of-Bullying.htm>

- Physical
  - Most common form of bullying and easiest to recognize due to bodily injury
  - Damaging victim's personal possessions
- Written or verbal
  - Often very difficult to identify because attacks almost always occur when adults aren't around
  - Many adults feel that things kids say don't have a significant impact – 'he said – she said'
- Relational Aggression
  - Sneaky and insidious type of bullying that often goes unnoticed by parents and teachers
  - Type of social manipulation where bully try to hurt their peers or sabotage their social standing
- Cyberbullying
  - Using the Internet, a cell phone or other technology to harass, threaten, embarrass or target another person
  - Hacking another person's electronic account and assuming the victim's identity
- Sexual Bullying
  - Consists of repeated, harmful and humiliating actions that target a person sexually and in extreme cases can lead to sexual assault
  - Sexting can lead to sexual bullying
- Prejudicial Bullying
  - Based on prejudices bullies have toward people of different races, religions or sexual orientation
  - This type of bullying is severe and can open the door to hate crimes

**INDICATIONS OF BULLYING** [www.stopbullying.gov](http://www.stopbullying.gov)

- Signs of a victim being bullied
  - Unexplainable injuries
  - Lost or destroyed clothing, books, electronics, or jewelry
  - Frequent headaches or stomachaches, feeling sick or faking illness
  - Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
  - Difficulty sleeping or frequent nightmares
  - Declining grades, loss of interest in schoolwork, or not wanting to go to school
  - Sudden loss of friends or avoidance of social situations
  - Feelings of helplessness or decreased self esteem
  - Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide
- Signs that an aggressor is a bully or can become a bully
  - Get into physical or verbal fights
  - Have friends who bully others
  - Are increasingly aggressive
  - Get reprimanded frequently
  - Have unexplained extra money or new belongings
  - Blame others for their problems
  - Don't accept responsibility for their actions
  - Are competitive and worry about their reputation or popularity

**VICTIMS AT RISK OF BEING BULLIED** <http://www.stopbullying.gov/at-risk/factors/index.html>

- Victim is perceived as different from their peers
  - Appearance
    - Being overweight or underweight, wearing glasses or different clothing, being new to a situation, or unable to afford what others consider "cool", ethnic features, disabilities
  - Weaknesses

- Perceived as weak or unable to defend themselves
  - Are depressed, anxious, or have low self esteem
  - Are less popular than others and have few friends
- Social stature
  - Do not get along well with others, seen as annoying or provoking, or antagonize others
  - Special needs characteristics
- Reasons behind why 60% of the incidents are not reported by the victim
  - Bullying can be a humiliating experience and make a person feel helpless
    - Victim may want to handle it on their own to feel in control again
    - May not want others to know what is being said about victim, whether true or false
    - Victim may also fear that others will judge them or punish them for being weak
  - Victim may fear backlash from the bully
    - They may fear being seen as weak or an informant
  - Victims who are bullied may already feel socially isolated.
    - They may feel like no one cares or could understand.
  - Victim may fear being rejected by their peers.
    - Friends can help protect victim from bullying and may can fear losing this support.

#### DOCUMENTATION <http://www.dupage.k12.il.us/main/anti-bullying/pdf/BullyingIncidentReportForm.pdf>

- Need to prove negligence by authorities of ignoring control of repeated offenses by bully
  - 'If it wasn't documented, it didn't happen.'
  - Document if follow-up of incident was comprehensively addressed
- Important aspects of the documentation
  - Date, location and time of incidence
  - Names of those involved
    - Bully, victim, and bystanders or witnesses
  - Type of bullying and description of the behavior
  - The person to whom the incident was reported
  - Description of the incident
  - Save physical evidence
    - Notes, email, video/audio, photo of physical injury, damaged possession, graffiti
  - What action was taken to remediate the situation
  - What follow-up action was undertaken and monitored

#### INTERVENTION <http://www.nassp.org/Portals/0/Content/46912.pdf>

- Bully-proof the victim
  - Increase self-esteem
  - Teach ways to recognize and deal with a bully
- Initiate timely intervention
  - Recognize the bullying behavior/potential and Intervene immediately
    - Document the incident
    - Report the incident to the supervising authority
  - Conflict resolution and Mediation
    - Remind the bully of the established rules and code of conduct
    - Establish consequences if bullying continues with punishment to fit the crime
      - The longer and more serious attacks garner more severe punishment
  - Monitor the behavior of the bully to assess cessation of the bullying
    - May need to determine the impetus for the behavior
- Utilize legal resources and/or counseling

- VARIOUS INTERVENTION APPROACHES <http://www.kenrigby.net/11-Interventions-in-cases-of-bullying>
  - Disciplinary approach
  - Strengthening the victim
  - Positive Behavior support
  - Mediation
  - Restorative approaches
  - Support Group method
  - Method of shared concern

#### BULLY PREVENTION <http://www.nassp.org/Portals/0/Content/46912.pdf>

- Build a safe environment
  - Coordinate with all departments of an institution, facility or workplace
    - Develop a comprehensive anti-bullying program
  - Assess the extent of the problem
    - Address off-site bullying and cyber bullying
  - Establish a team dedicated to addressing bullying
  - Educate the entire community
- Establish the foundation for anti-bullying
  - Develop a published and prominently posted code of conduct
  - Establish and enforce consequences of bullying
  - Build everyone's sense of responsibility for a safe community
  - Develop ways to ensure confidentiality and nonthreatening ways to report on bullying
    - Tip411 anonymous tip reporting <https://www.citizenobserver.com/cov6/app/index.jsp>
  - Train ALL personnel
    - Establish a protocol for intervening and investigating a bullying incident
  - Ensure cultural competency and diversity inclusion training
  - Increase adult supervision in areas of high bullying potential
  - Conduct institution-wide bullying prevention activities
- Prevention techniques
  - Teach specific skills and values in the classroom
  - Teach conflict resolution and peer mediation
  - Involve parents through parent meetings
  - Reinforce alternative behaviors

#### ADULT BULLYING <http://www.overcomebullying.org/>

- Workplace bullying
  - Mobbing at work
  - Abuse of power
- Cyberbullying
  - Websites dedicated to insulting, mocking and humiliating their victims
  - Insidious nature of social networking and instant messaging
- School bullying
  - Teacher bullying student
- Religious bullying
  - Religion and religious beliefs are used as justification for threatening and/or harming others
- Gang Stalking
  - A coordinated group of individuals that may be part of the community, law enforcement, governmental agencies, military or corporate auspices
- Neighbor bullying
  - Neighbor that destroys your peace and quiet, your privacy, and your security in your own home

## LEGAL REFERENCES

- California Education code legislation [http://www.leginfo.ca.gov/.html/edc\\_table\\_of\\_contents.html](http://www.leginfo.ca.gov/.html/edc_table_of_contents.html)
  - Safe Place to Learn Act EC 234.1
  - School Safety Plans EC 32283.5
- California Department of Education [www.cde.ca.gov](http://www.cde.ca.gov)
  - Universal Complaint Procedures <http://www.cde.ca.gov/re/cp/uc/>
  - Seth's law <http://www.cde.ca.gov/re/cp/uc/ab9letter09042012.asp>
- U.S. Department of Health and Human services
  - Key components of anti-bullying laws for state statutes <http://www.stopbullying.gov/laws/key-components/index.html>
- Equal Employment Opportunity Commission
  - Title VII <http://www.eeoc.gov/laws/statutes/titlevii.cfm>
  - Harassment <http://www.eeoc.gov/laws/types/harassment.cfm>
- Legal case decisions
  - L.W. v. Toms River Regional Schools Board of Education
    - <http://www.edlawcenter.org/assets/files/pdfs/bullying/LW%20decision.pdf>
  - Davis v. Monroe County Board of Education
    - <https://www.law.cornell.edu/supct/html/97-843.ZS.html>
  - Ronin Shimizu v. Folsom Cordova Unified School District
    - <http://www.sacbee.com/news/local/education/article33811815.html>

## SCHOOL POLICY RESOURCES

- Examples of school district policies incorporated in school handbook or websites
  - Santa Rosa City School District
    - [http://www.srscs.k12.ca.us/families/Documents/Eng-IH-15-16-Website-Version-r5\\_FINAL.pdf](http://www.srscs.k12.ca.us/families/Documents/Eng-IH-15-16-Website-Version-r5_FINAL.pdf)
  - Ocean View School District (Santa Monica)
    - <http://www.oceanviewsd.org/cms/lib07/CA01001140/Centricity/Domain/23/BP%205131.2%20Bullying.pdf>
  - San Ramon Valley Unified School District
    - <https://www.srvusd.net/suicideprevention>
    - [https://www.srvusd.net/pf4/cms2/view\\_page?d=x&group\\_id=1531973258580&vdid=i20b1x3vl244](https://www.srvusd.net/pf4/cms2/view_page?d=x&group_id=1531973258580&vdid=i20b1x3vl244)
    - <https://www.srvusd.net/antibullying>
  - Cotati – Rohnert Park School District
    - <http://www.gamutonline.net/district/cotatirohnertpark/DisplayPolicy/756897/5>
    - <http://crpusd.schoolwires.net/site/Default.aspx?PageID=3656>
- Example of Bullying Incident Form
  - <http://www.dupage.k12.il.us/main/anti-bullying/pdf/BullyingIncidentReportForm.pdf>
  - <https://srvusd-ca.schoolloop.com/file/1407474792799/4243616335322251334.pdf?filename=Bullying%20Harassment%20Discrimination%20Form.pdf>
- Example of school district using anonymous reporting
  - [http://www.fbused.us/vnews/display.v/ART/543d80fde3ae5?in\\_archive=1](http://www.fbused.us/vnews/display.v/ART/543d80fde3ae5?in_archive=1)
- California School Board Association <https://www.csba.org>
  - GAMUT online <https://www.csba.org/ProductsAndServices/AllServices/Gamut.aspx>
    - Sample board policy information service; stock online subscription service
- Example of bullying intervention form
  - <https://www.ancorapublishing.com/product/functional-behavior-assessment-of-bullying/>
- School liability in anti-bullying policies
  - <http://www.hpso.com/risk-education/individuals/articles/School-Violence-and-Bullying>

## EFFECTIVE ANTI-BULLYING POLICIES

- Elements of an anti-bullying policy
  - <http://www.kenrigby.net/05-Elements-of-a-school-antibullying-policy>
  - <http://www.royceassociates.com/tips-for-creating-an-anti-bullying-policy/>
- Effectiveness of anti-bullying policies
  - <http://nobullying.com/how-effective-are-anti-bullying-school-policies/>
- Analysis of effective anti-bullying policies
  - <http://www.ed.gov/news/press-releases/us-education-department-releases-analysis-state-bullying-laws-and-policies>

## ANTI-BULLYING PROGRAMS

- Anti-bullying training manuals
  - <http://antibullyingprograms.org/Training.html>
- Anti-bullying training onsite workshops
  - <http://www.nobully.org>
- National organization programs
  - <http://www.bullypolice.org/program.html>
  - <http://www.tolerance.org/anti-bias-framework>
- Self-defense and anti-bullying
  - <http://ezinearticles.com/?Anti-Bullying-Programs:-Teaching-Your-Child-Self-Defense-Is-Not-The-Same-As-Teaching-Them-To-Fight!&id=6021258>
- Anti-bullying school assemblies
  - <http://alphabetrockers.com/education/>
- Anti-bullying program video modules
  - <http://bullyingnomore.com/anti-bullying-for-schools/anti-bullying-program.html>

## PUBLICATIONS

- CSBA (California School Board Assn.)
  - <http://csba.org/searchresults.aspx?search=bullying>
- California Department of Education
  - <http://www.cde.ca.gov/lr/ss/se/bullyres.asp>
- U.S. Department of Education
  - <http://findit.ed.gov/search?utf8=%E2%9C%93&affiliate=ed.gov&query=bullying>
- National Education Association
  - <http://www.nea.org/home/37004.htm?q=bullying>
- Allan L. Beane, PhD
  - <http://bullyfree.com/about-us/>
- Beitel Elementary School – What Parents need to know Powerpoint
  - <https://www.acsd1.org/bes/2017/02/28/bullying-prevention-what-parents-need-to-know/>
- University of Maine
  - <http://umaine.edu/search/?q=bullying>

## WEBSITES

- Department of Health and Human Service for bullying
  - <http://www.stopbullying.gov>
- Bully Police monitors state anti-bullying statutes
  - [http://www.bullypolice.org/ca\\_law.html](http://www.bullypolice.org/ca_law.html)
- Pacer’s National Bullying Prevention Center
  - <http://www.pacer.org/bullying>

- Bullying statistics
  - <http://www.bullyingstatistics.org>
- National School Safety and security services
  - <http://www.schoolsecurity.org>
- Workplace Bullying Institute
  - <http://www.workplacebullying.org>
- Cyberbullying
  - <http://www.education.com/topic/school-bullying-teasing>
- Olweus Bully Prevention Program free webinars
  - <http://www.violencepreventionworks.org/public/webinars.page?menuheader=4>
- White House Coalition of AAPI organizations' anti-bullying campaign to support AAPI youth
  - <https://acttochange.org/>
- Positive Behavior Intervention Support
  - <http://www.pbis.org/school/bully-prevention>

#### HOTLINES <http://stopbullyingfoundation.org/>

- Crisis Call Center
  - (800) 273-8255
- School Violence Hotline
  - (866) 748-7047
- Youth Advocacy Hotline
  - (800) USA-KIDS; (800) 872-5437
- The Trevor Lifeline
  - (866) 4-U-TREVOR; (866) 488-7386
- The National Suicide Prevention Hotline
  - (800) 273-TALK; (800) 273-8255

#### PERSONAL STORIES

- Gbahtuo Comgbaye [http://www.pulitzer.org/files/2012/public\\_service/assault14.pdf](http://www.pulitzer.org/files/2012/public_service/assault14.pdf)

#### DISCLOSURE STATEMENT

- Due to the complexity of each situation, this document is to be utilized as a guide to become informed of the various aspects of the bullying problem to assist the victim(s). The insidious nature of the act of bullying requires multiple resources to address the problem to attain complete resolution. As such, this guide does not advocate any specific action plan to be completely successful in addressing the problem.
- NCWNP District Japanese American Citizens League cannot accept responsibility or liability for any detrimental outcome of assisting a victim(s) with a resolution to their specific bullying situation, but will help in any way possible with support and resources.
- Resource guide created 2015

#### CONTACT INFORMATION

- If you wish to add or clarify any information to this guide please contact:
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