



oneSAFEplace

One SAFE Community

Mission

The mission of One SAFE Place is to provide intervention and safety to a community affected by domestic and sexual abuse.

Our vision is a community free of domestic and sexual abuse.

Education Department

Mission

Challenging attitudes about violence through education and awareness.

Vision

To create generations of community members who reject violence.

Objectives

- Define bullying
- Understand effects of bullying
- Warning signs
- How to talk to your kids about bullying
- How to talk to your school about bullying
- Resources



What is Bullying?



One SAFE Place Definition:

To repeatedly force
one's way aggressively
or by intimidation

Definition of Bullying

(Shasta County Office of Education)

- 1. Intentional-** intended to harm or disturb
- 2. Repeated-** carried out repeatedly over time
- 3. Power-** imbalance of power (physical or psychological)

Tattling vs. Telling



- Tattling- trying to get another person in trouble
- Telling- trying to make a situation better or safer

Bullying Myths

“Bullying is a natural part of childhood.”

“It’s only teasing.”

“Girls don’t bully.”

“Ignoring bullying will make it go away.”

“Boys will be boys.”

Statistics

- **1 in 7** students in grades K-12th is either a bully or a victim of bullying
- **71%** of students report incidents of bullying as a problem at their school
- **160,000** children miss school every day due to fear of attack or intimidation by other students
- Harassment and bullying have been linked to **75%** of school-shooting incidents

(Fried & Fried, 1996)

Statistics (Cont.)

- **60%** of boys who were bullies in middle school had at least one criminal conviction by the age of 24

(Olweus, 1993)

- Bullying is **the best** predictor of adult criminality

(Silvernail, Thompson, Yang, & Kopp, 2000)

Bullying & Domestic Violence

“Bullying peers in school as a child—especially frequent bullying perpetration—is associated with **increased risk for perpetration of intimate partner violence as an adult**. Individuals who are likely to perpetrate abusive behaviors against others may do so across childhood and into adulthood. Potential programs that may seek to reduce bullying peers during school may also be effective avenues to reduce future violence perpetration within intimate partner relationships by focusing on the reduction of abusive behaviors and the promotion of equitable attitudes across settings, life stages, and relationships.”

(Falb, et al., 2011)

Warning Signs- Victim

- Has unexplained cuts, bruises, and/or scratches
- Experiences a loss of appetite
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers
- Takes a long, out of the way, route when walking to or from school/class
- Has lost interest in school or other social activities
- Drop in grades or attendance
- Complains frequently of headaches, stomachaches, or other physical ailments
- Has trouble sleeping or has frequent bad dreams
- Suffers from low self-esteem
- Appears sad, moody, teary, depressed, or anxious



Warning Signs- Bully

- Harshly teases, threatens, or strikes out
- Hard time following rules
- Aggressive toward adults
- Hot-tempered and impulsive
- Increasingly aggressive
- Have unexplained money or belongings
- Doesn't accept responsibility for their own actions
- Lack of empathy
- Strong need to dominate over others
- Higher levels of behavioral problems





PARENTS: HOW TO TALK TO YOUR CHILD

When Your Child is Hurt at School

- Address injuries/behavior changes directly:
 - Be patient/persistent
- Let your child know they are not alone
- Ask if they have told a trusted adult at school:
 - Brain storm with your child who they could talk to
- Refrain from taking matters into *only* your own hands
- Encourage your child to get involved in other activities, both at school and off-campus
- If things get worse, be very direct in your questioning.
 - Let the child know you can help
 - Contact the school
- Don't encourage violence:
 - It sends the wrong message
 - Not to be confused with protecting your body if you are getting hurt

If You Suspect Bullying

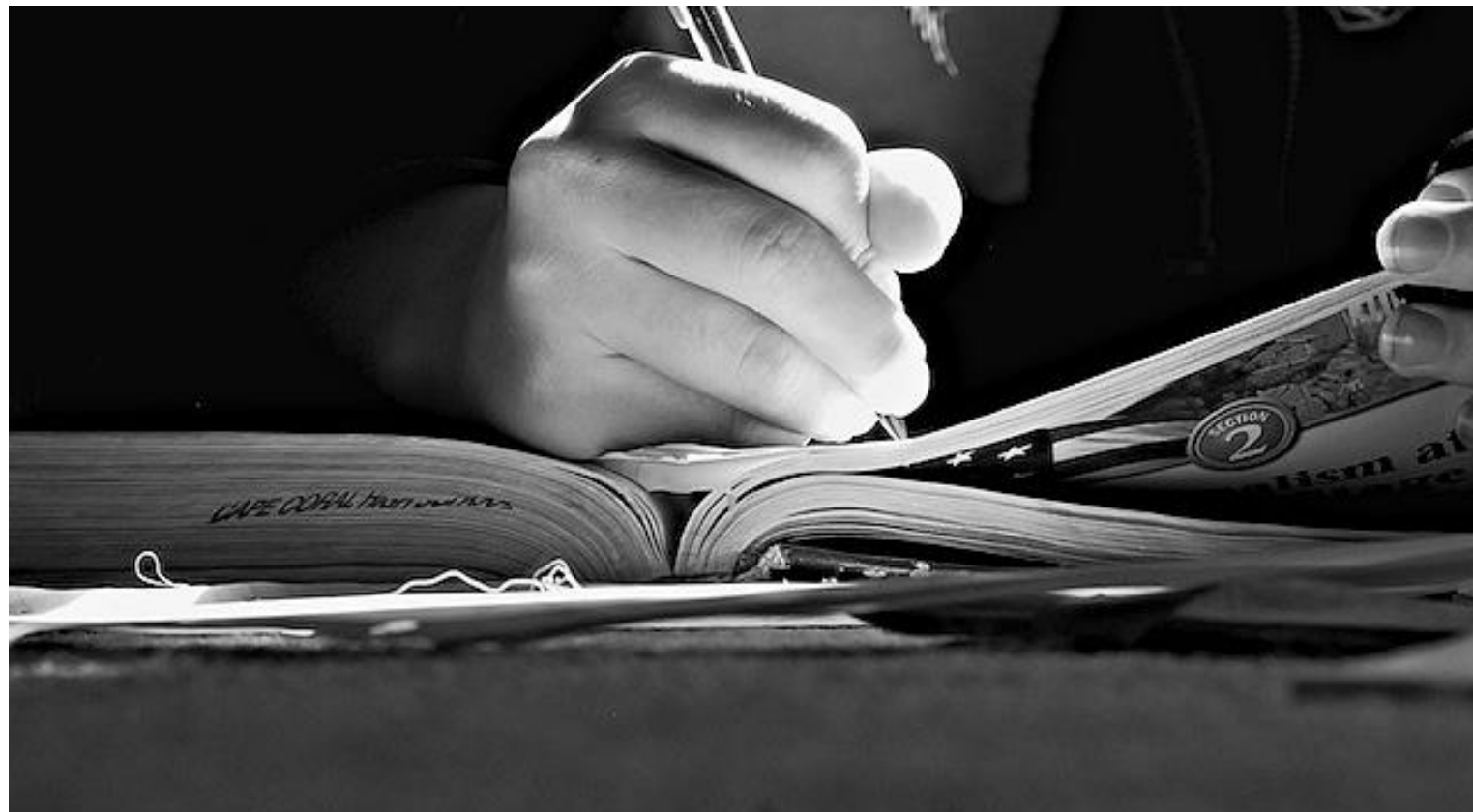
- Try indirect questioning
 - “What kinds of cliques are there at your school?” Etc.
- Discuss a hypothetical bullying situation
 - Prepares your child, in case
 - They might need to know but not want to admit it
- Parent tells their own bullying story
 - Be relatable
- Direct questioning
 - “Have you ever been bullied before?”
 - “Do people ever say mean things to you?”

Open-Ended Questions

- Some characteristics of open-ended questions:
 - Open-ended questions do not end only in a “yes” or a “no”
 - They should make the individual think before asking
 - Open-ended questions usually start with: why, how, what, describe, tell me about, or what do you think about...

Things to Keep In Mind

- Support and listen to your child, and thank your child for telling you
 - Encourage and empathize
- Check in often
- Reassure/remind your child of his/her worth
- Set boundaries online
- The older they get the more they crave freedom...
- Encourage tolerance for minor situations
- Find additional resources online



WORKING WITH YOUR CHILD'S SCHOOL

Bullying at School

- Don't wait to learn your school's bullying policy
- Keep a record
- Meet with your child's teacher
 - Ask the teacher's observations (has she/he noticed or suspected bullying? Has s/he noticed your child being isolated, or excluded from activities with other students?)
 - Ask the teacher what classroom policies he/she has in place to help prevent/stop bullying
- Set a follow up appointment
- If there are no improvements, speak to the principal

The School Process

Teacher's suggested response as outlined by the Shasta County Office of Education

- Stop the behavior
- Talk to the students
- Determine if bullying actually occurred

Teachers follow guidelines which discourage teasing, modeling appropriate behaviors, avoid power struggles, find students strengths, etc.

(Shasta County Office of Education)

School Tips

- Ask that the school meet separately with your child and the bully, to discourage intimidation
- When meeting with your child to find out what happened, both parents should resist the urge to blame the victim
 - Bullying is victimizing behavior, not a form of conflict with two responsible parties
- Give the school reasonable amount of time to respond back
- If bullying continues, after the school's principal or administration has been contacted, then write the school superintendent
- Be patient and polite, but persistent
- Document your interactions with the school

Resources

- PACER- National Bullying Prevention Center

www.pacer.org/bullying

- US Dept. of Health and Human Services-
'Stop Bullying' Program

www.stopbullying.gov/resources

- One SAFE Place- Shasta County

www.OSPshasta.org/education

Book List

- Trouble Talk
 - Trudy Ludwig
- Just Kidding
 - Trudy Ludwig
- Nobody Knew What To Do: A Story About Bullying
 - Becky Ray McCain
- The Juice Box Bully: Empowering Kids to Stand Up for Others
 - Bob Sornson & Maria Dismondy

Contact Information



oneSAFEplace

One SAFE Community

www.OSPShasta.org

24-Hour Crisis Hotline

(530) 244-0117

2250 Benton Dr. Redding

Open 9:00am-5:00pm

Monday-Friday

