

## WHAT IF MY CHILD IS THE TARGET OF AGGRESSION? (CONFLICT, BULLYING, INTIMIDATION, CYBERBULLYING, OR HARASSMENT)

- First, focus on your child.
- Be supportive and listen.
- Gather information (Who, what, when, where, etc.)
- Discourage physical retaliation. Fighting back physically does not solve the problem. Your child will face consequences for their aggressive behavior.
- Contact your child's principal, school counselor.
  - \*Provide factual information.
  - \*Work with school staff to create a safety plan for your student.
- Commit to making the bullying stop. Talk regularly to your child. If the bullying persists, contact the principal, school counselor again.
- Help your child become more resistant to aggression.
  - \*Encourage positive peer relationships
  - \*Encourage participation in school/community activities
  - \*Teach your child safety strategies. Encourage your child to seek help from adults when feeling threatened. Role play and practice situations that may occur.
  - \*Model "active listening" skills to demonstrate and maintain open lines of communication with your child.

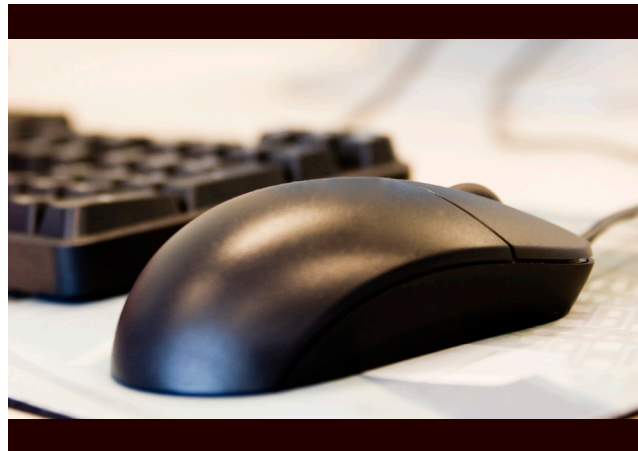
## FOR MORE INFORMATION

For district policies go to [www.meridianschools.org](http://www.meridianschools.org). From here click on Board of Trustees on the left hand side of the page. Once here, select Policy Manual and the following policies will be listed in numerical order:

- 502.90 Bullying
- 502.70 Harassment

Additional information about discipline procedures can be found in the student handbook. To locate the handbook, go to [www.meridianschools.org](http://www.meridianschools.org) and select the Students tab at the top of the page. From here, select Student Handbook on the left hand side of the page.

For cyberbullying prevention websites go to:  
[www.ConnectSafely.org](http://www.ConnectSafely.org)  
[www.iKeepSafe.org](http://www.iKeepSafe.org)  
[www.cyberbullying.us](http://www.cyberbullying.us)  
[www.guardingkids.com](http://www.guardingkids.com)



Sources for this brochure come from Idaho Code 16-1619, Idaho Code 18-917A, and District Policy 502.90, 502.70 and Marini, Z. A., Dane, A,V, Bosacki, S. L., & YLC-CURA. (2006). Direct and indirect bully-victims.



# STOP STUDENT AGGRESSION

Harassment  
Bullying,  
Cyberbullying,  
Peer Conflict

PARENT BROCHURE  
JOINT SCHOOL DISTRICT NO. 2

## WHAT IS AGGRESSION?

Aggression is an act carried out with the INTENTION of harming another person:

- \*physically
- \*psychologically
- \*socially
- \*sexually
- \*or taking their materials/possessions

## TYPES OF AGGRESSION

1. Conflict between peers including:
  - \*verbal or physical fights,
  - \*disagreements,
  - \*arguments.
2. Bullying/Intimidation
3. Cyberbullying
4. Harassment

Violence = Physical Aggression

## WHAT IF MY CHILD IS THE AGGRESSOR (BULLY, HARASSER)?

- Make it clear to your child that you take this behavior seriously and that you will not tolerate/support it.
- Support the school's plan to stop the aggressive behavior(s).
- Develop clear and consistent rules within your family for behavior. Praise and reinforce the use of non-physical and non-aggressive behavior to solve problems.
- Build upon your child's abilities by encouraging pro-social activities.
- Consider accessing mental health counseling for your child.

## PEER CONFLICT

- One time event or isolated event.
- Balance of power exists between students
- Is not a group of students picking on one student
- Students involved in conflict are willing to work out conflict OR leave each other alone

## BULLYING/INTIMIDATION

- Aggressive action carried out REPEATEDLY OVER TIME
- IMBALANCE of POWER
- INTENTIONAL, PLANNED, HARM
- Often unprovoked

## CYBERBULLYING

- Using an electronic device to bully another person. "Violence without marks."

## HARASSMENT

- Aggressive behavior focused on a student's race, national origin, religion, color, disability or sex.
- Aggressive behavior that is severe, persistent or pervasive enough to interfere with a student's ability to participate in or benefit from school.

## HOW CAN YOU KNOW IF THE ACT OF AGGRESSION IS A PEER CONFLICT, BULLYING OR HARASSMENT?

- Is this a one-time event?
- Is there an imbalance of power?
- Did the aggressor use technology?
- Is the aggression focused on the target's race, national origin, religion, color, disability or sex?

School administration and law enforcement will ultimately decide if the aggression fits the definition of bullying, cyberbullying, harassment, violence, or is a type of peer conflict.

## VICTIM/TARGET AND BULLY... CAN YOU BE BOTH?

**Recent research has shown that a substantial number of children have been victimized by bullying and have bullied others in turn.** In one recent study, about one third of the children who either bullied others or were bullied themselves were identified as bully-victims. Bully-victims may unintentionally prompt children to bully them again by reacting very emotionally to teasing, threats or physical aggression, and may have similar problems controlling feelings of anger and frustration, predisposing them to retaliatory aggression.