

# Bullies

## The Scenario:

You notice that Pete, a 2nd grade student, has forgotten his meal ticket for three days in a row. When you call his mother, she says that she pins it to his shirt every day before he leaves for school. When you talk with Pete, he confesses that a group of boys takes it from him on the way to school, but refuses to tell you who they are because they told him they'd beat him up if he told. What do you do?

## Discussion Begins

## What do you do?

**Do you report?** If so, to whom? If so, when? If you do, what might happen to Pete? If you don't, what might happen to Pete? To other students? To the teacher? To you? To your school? To LAUSD?

If you report and the Local Law Enforcement Agency or the Department of Children and Family Services (DCFS) tells you...

...to **handle it administratively**, what do you do next?

...**they will investigate**, what do you do next?



## Legal Response

The clarifying response from the child gives rise to a reasonable suspicion of abuse (even if Pete has not yet been physically abused). A Suspected Child Abuse Report must be filed with either the Department of Children and Family Services (DCFS) or the Local Law Enforcement Agency.

### Other Considerations

Additionally, you should notify an administrator of the situation. The administrator should then notify the Local District Operations Coordinator.

As appropriate, the Local District Operations Coordinators and/or Division of Human Resources Representatives shall consult with Employee Relations and communicate with the Local Law Enforcement Agency to determine whether they may begin an administrative investigation. Once clearance has been obtained from the Local Law Enforcement Agency, the administrative investigation shall proceed.

This conduct may constitute bullying. It is important to know if there are other students being bullied and also to determine the identity of the bullies and whether they attend your school. Since you notified the administrator, s/he must in turn follow the procedures outlined in the Antibullying Policy Bulletin (BUL-1038.1). Educational Equity can provide training for the students.

### Listen

Listen carefully, pay attention, and convey your concern and interest in Pete's well-being. Ask open-ended questions as needed to engage him and help him feel safe.

### Protect

The situation must be addressed by following the legal response. Doing so is the best way to protect students and promote a safe learning environment.

### Connect

Communicate with the students' teacher(s) regarding this situation. Every school site has protocols, systems, and resources to support and address student safety and well-being. This is an opportunity to become familiar with and use the procedures, policies, and resources at your work site.

### Model

Maintain a professional and calm level of emotions and reactions. Do not express shock or anger at the possible perpetrator or event. By intervening, you are promoting a safe environment.

### Teach

Talk with Pete about the fact that no one has the right to bully him or steal from him. Help him to understand that it is normal to have a confusing range of feelings as a result of experiences like these.

## Emotional Support