Investigating Bullying Behavior Worksheet

Meet with each party separately when emotions have calmed down to debrief them.

- € Acknowledge students' feelings.
- € Get all sides of the story – independently.
  - o Do not divulge to the alleged aggressor who made the report.
  - o Do not call both students to the investigation point at the same time or from the same classes.
  - o If possible, have students write out their version. Please use District-approved forms.
- € If you are taking the story orally, take written notes (separate piece of paper for each student).
  - o Include the following questions:
    - □ What happened between you two?
    - □ Did you tell him/her to stop?
    - □ Is there anything that you did that might have contributed to this happening?
  - o Document the following:
    - □ Was there aggression: hitting, shoving, threatening injury, teasing or name calling, social aggression such as spreading rumors and shunning?
    - □ Was there dominance: was the aggressor stronger or dominant over the other? Was one side outnumbered?
    - □ Was there persistence: was there more than one incident or did the aggressor fail to stop when asked?
- € Determine the timeline of events.
- € Determine the history between the students.
  - o Do they have classes together?
  - o Are there problems after school, such as nutrition or lunch?
- € Interview witnesses, including staff.

- If the bullying behavior is electronic, try to get a copy of it or transcribe an auditory copy. **If there is a possibility of any pornographic materials or materials with nudity call the SRO to obtain the information.**
- Document many of these points in the incident write-up in Q.