



# Bully Prevention Standards

Kindergarten – Fifth Grade

## UPSTANDER

someone who takes action against bullying or injustice

**PROPOSITIVE People**

### 01 Understand and Define: What is bullying?

- a. Students can identify 4 key components of bullying: imbalance of power, unwanted, harmful, and repeated.
- b. Students can distinguish between negative behavior and bullying.
- c. Students understand that there are multiple types of bullying, including cyberbullying.
- d. Students can identify reasons why people might be mean, unkind, or bully others.



### 02 Know the Impact: How does bullying affect others in our community?

- a. Students understand the ways bullying impacts the person being bullied.
- b. Students understand how bullying impacts the person doing the bullying.
- c. Students understand how bullying impacts others involved.
- d. Students understand how bullying impacts school culture and the community.



### 03 Prevent & Respond: How can we keep bullying from happening and how can we respond to it when it does happen?

- a. Students understand how respectful relationships and inclusion help prevent bullying.
- b. Students co-create a community agreement that establishes treating others with respect.
- c. Students grasp the concepts of upstander and bystander and cultivate their skills as advocates.
- d. Students can identify response strategies and use assertive language to stop bullying and report it.
- e. Students can identify a trusted adult with whom they can confide if they encounter bullying.
- f. Students can practice resilience.

## BULLYING

hurtful, repeated behavior

### 04 Know your school's rules: What steps can I take to get help if I am bullied or if I see bullying?

- a. Students know the school's rules and expectations.
- b. Students know how to respond to and report bullying.
- c. Students know how the school responds to the person bullying, bystanders, and the person being bullied.
- d. Students understand how the school supports the victim and the perpetrator.