RSU #9 INITIAL INCIDENT REPORT FORM

Date of Incident: ___________ Time of Incident: ________ Repeat infraction? YES   NO

Location of Incident: _______________ Person Completing this form:______________

<table>
<thead>
<tr>
<th>Name of Victim/Target</th>
<th>Name of alleged offender(s):</th>
<th>Name(s) of witness/bystander</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Type of conflict:
- □ Verbal
- □ Physical
- □ Relational
- □ Digital

Reported to school by (circle all that apply):
Teacher  Student  Bystander  Victim/Target  Parent  Bus Driver  Anonymous
Other: ________________________________

Describe the incident: (Who, What, Where, When and Why)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Have you told the person to stop what they are doing?   Yes            No

Determinations of the initial report:
Peer conflict and continue investigation   _____
Continue with Bullying Report/Investigation   _____

Today’s Date: ________ Reporter Signature: ___________________________
Signature of person completing form: _________________________________
Signature of Principal:______________________________________________
### Conflict vs. Bullying

<table>
<thead>
<tr>
<th>Conflict</th>
<th>Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Friends/Equals/Peers</td>
<td>Not friends/Imbalance of Power</td>
</tr>
<tr>
<td>Spontaneous/Occasional</td>
<td>Repeated Over Time</td>
</tr>
<tr>
<td>Accidental/Not Planned</td>
<td>Intentional</td>
</tr>
<tr>
<td>Little or No Serious/Lasting Harm</td>
<td>Physical/Emotional Harm</td>
</tr>
<tr>
<td>Equal Emotional Reaction to the Incident</td>
<td>Unequal Emotional Reaction to the Incident</td>
</tr>
<tr>
<td>Sense of Remorse</td>
<td>No Remorse, Blames the Target</td>
</tr>
<tr>
<td>Desire to Solve the Problems</td>
<td>No Effort to Solve the Problem</td>
</tr>
</tbody>
</table>

### Conflict Can Be:

<table>
<thead>
<tr>
<th>Rude</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rude = Inadvertently saying or doing something</td>
<td>Mean = Purposefully saying or doing something to hurt someone once</td>
</tr>
<tr>
<td>that hurts someone else.</td>
<td>(or maybe twice.)</td>
</tr>
</tbody>
</table>

From kids, rudeness might look more like:

*Burping in someone’s face
* Jumping ahead inline
* Bragging about achieving the highest grade
* Throwing a crushed up pile of leaves in someone’s face

On their own, any of these behaviors could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsiderate, based on thoughtlessness, or poor manners, but not meant to actually hurt someone.

The main distinction between “rude” and “mean” behavior has to do with intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone.

Kids are mean to each other when they criticize:

* Clothing
* Appearance
* Intelligence
* Coolness,
* Or anything else they can find to put down someone.

Meanness also sounds like words spoken in anger that is often regretted in short order.

Conflict is different from bullying but it still requires a response from adults. Conflict often results in discipline or restorative activities.  

**Source: Kent School District**
Cross Reference:  JICK RSU9 Initial Incident Report Form
JICK-E2 Bullying and Cyberbullying Responding Form
JICK-E3 Bullying and Cyberbullying Remediation Form

Adopted:  September 10, 2019