

Conflicts at School

In the start of elementary school, students begin to experience and learn to manage a wider range of emotions. Friendships and peer groups may change frequently as children become more aware of their own interests and begin to develop their individual identity. Generally, students in these grade levels want to behave well. They are often affectionate, silly and curious. At the same time, these students are still learning about what it means to be inclusive, productive ways to express disagreements, and conflict resolution. As part of any learning process, mistakes will be made.

Please see our Pleasant Valley Behavior Expectations under the Student Life tab for more details.

Most peer conflicts can be resolved at school with the willing participation of both parties and one of our various mediators. If you child is experiencing peer difficulties at school, the efficient course of action would be:

- Incidents/Problems during recess or lunch — Child reports to Yard Supervisor
- Incidents/ Problems during class — Child reports to teacher
- Incidents outside school bounds but affecting school time — Parents help Child Report to Principal

If these methods of resolution prove to be unsuccessful or ongoing conflicts between the same students are disrupting the learning environment of said students, the situation could be defined as bullying and further steps beyond conversational solutions may be necessary.

What is Bullying?

Per the California Education Code:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in [Section 48900.2](#) , [48900.3](#) , or [48900.4](#) , directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

