

Bresnahan School Anti-Bullying Policy

At the Bresnahan School everyone should feel safe and have no fear that anyone will say or do something that will harm them physically, socially or emotionally. Harming someone in this way is called bullying. Bullying happens when someone is repeatedly hurting, frightening, threatening, or leaving someone out on purpose. Bullying will not be tolerated at the Bresnahan School.

Bullying may happen on the bus, in the school or on the playground. Examples of bullying behavior are:

- Hurting someone physically by hitting, kicking, tripping, pushing, and so on.
- Embarrassing someone on purpose.
- Stealing or damaging another person's things.
- Ganging up on someone.
- Saying something hurtful using various forms of media such as email or text messaging
- Teasing someone in a hurtful way.
- Using put-downs, such as insulting someone's differences.
- Threatening or intimidating someone into a particular action.
- Spreading rumors about someone on purpose to be hurtful.
- Leaving someone out on purpose.
- Trying to get other students to exclude someone.

Staff in our school will do the following things to prevent bullying and help children feel safe at school:

- Supervise students according to building expectations.
- Watch for signs of bullying and stop it when it happens.
- Integrate bullying prevention into the culture of each school.
- Respond quickly and sensitively to bullying reports.
- Take seriously families' and students' concerns about bullying.
- Look into all reported bullying incidents.
- Assign consequences for bullying based on the school discipline code.
- Provide immediate consequences for retaliation against students who report bullying.
- Bullying situations will be responded to on an individual, case-by-case basis.
- Dependent upon the level of bullying behavior, police may be notified and/or become involved.

Students in our school will do the following things to prevent bullying:

- Treat each other respectfully.
- Refuse to bully others.
- Refuse to stand by and let others be bullied.
- Refuse to watch, laugh, or join in when someone is being bullied.
- Try to include everyone, especially those who are often left out.
- Report bullying to an adult.

Discipline Procedure for Bullying Behavior

Warning

A staff member may re-direct or re-teach the rule with which a student is having difficulty. Depending upon the severity of the offense, the student may be referred directly to the Principal, Assistant principal, School Counselor or School Psychologist.

Step One: Referred to Principal, Assistant Principal, School Counselor or School Psychologist First Time

An individual conference is held with student(s) involved. School expectations and rules for bullying are reviewed with student. The Incident Solutions sheet is completed and sent home to be signed by the parent and returned. Student is informed of Steps 2-3.

Interventions Step One:

1. Apology and making amends by repairing, cleaning, replacing
2. Loss of privileges

Step Two: Referred to Principal, Assistant Principal or School Counselor, Second Time

Student/Parent/Teacher/ Principal, Assistant principal, School Counselor or School Psychologist conference required. Behavior plan is created, which is signed by parent(s) and student.

Interventions Step Two:

1. Loss of privileges.
2. Parent Notification
4. Make an environmental change:
 - a) move seat
 - b) adjust schedule
 - c) increase level of supervision
4. Develop a behavior plan

Step Three: Recurring bullying incidents

Parents will be notified. Conference with Principal, Assistant principal, School Counselor or School Psychologist could be followed by temporary removal from group activities, in school suspension or out of school suspension. If suspension occurs a meeting is required with the Student /Parent/Teacher/ Principal, Assistant Principal, School Counselor or School Psychologist before student will be allowed to return to class.

Hierarchy of Bullying Behaviors and their Possible Interventions

Definition of Bullying: Bullying is unfair and one-sided; it involves an imbalance of power. It happens when someone is repeatedly hurting, frightening, threatening or leaving someone out on purpose. Like harassment, bullying situations take into account the perception of the victim and not just the individual or group action.

Please note that any of the interventions may be enacted. Depending upon the severity or frequency of the behavior, a Level One offense may arise to that of a Level Two intervention and a Level Two offense may arise to that of a Level Three intervention.

Level One Bullying Behaviors

Gossiping/Spreading Rumors

Embarrassing someone on purpose

Pushing/Kicking/Hitting

Spitting

Mocking, Mimicking

Name-calling/Put Downs

Dirty Looks

Teasing in a hurtful way

Daring someone to break a school rule

Excluding from a group

Level One Possible Interventions

1. Apology and making amends by: hiring, cleaning, replacing writing an apology note
2. Loss of privileges
3. Parent Notification
4. Develop a behavior plan
5. Make an environmental Change
move seat
adjust schedule
increase level of supervision
6. Detention issued

A pattern of Level 1 offenses may result in interventions for Level 2 offenses and referral for additional intervention services,

Level Two Bullying Behaviors

Threatening to take or destroy a possession

Taking or destroying a possession

Making verbal threats to harm or intimidate

Encouraging others to exclude someone

Plan/Counseling Intervention

Encouraging others to spread rumors

Retaliation against someone reporting bullying

Humiliating someone publically

Teasing in a racial/sexual manner

Level Two Possible Interventions

1. Loss of privileges
2. Making amends
school-based community service
writing an apology note
3. Detention issued
4. Student Behavior
5. In-school suspension
6. Out-of-school suspension

Level Three Bullying Behaviors

Physical Violence

Plan/Counseling Intervention

Threatening with a weapon

Retaliation

Racial/Sexual Harassment

Level Possible Interventions

1. Student Behavior
2. In-school suspension

Please note that possible interventions may be used from the list above based on the offense

Staff Bullying Referral Form

Student Name: _____ Date: _____

Teacher/Grade: _____

Problem Behavior(s) which led to referral to Assistant and/or Principal (please describe in specific, observable terms): _____

Please check which describes the nature of the above-outlined behavior best:

Level 1 Behavior – has engaged in behavior at least once before and has never been given a warning/consequence

Level 1 Behavior – has engaged in behavior at least once before and has been given a warning/consequence
(List of consequence(s) given: _____)

Level 2 Behavior – has engaged in a pattern of Level 1 behavior repeatedly, despite having been given warning/consequence

Level 2 Behavior – has never engaged in this behavior before/1st time offense

Level 3 Behavior – has engaged in a pattern of level 2 behavior repeatedly, despite having been given warning/consequence

Level 3 Behavior - has never engaged in this behavior before/1st time offense

What day/time did this behavior/incident occur? _____

During what activity/period? _____

Where did the behavior/incident occur (e.g. cafeteria, hallway)? _____

Who reported the bullying (circle one): Bullied child Bystander Observed by Staff

Bullied child/children: _____

Child/children who bullied: _____

Specific Concerns (check all that apply)

Physical injury Damaged clothing Fear of retaliation

Emotional needs Transportation needs

Bullying Report Form

Adult receiving the report: _____

Date and time: _____

Level of Offense:

Warning ___ Step 1 ___ Step 2 ___ Step 3 ___ Step 4 ___ Step 5 ___

Where the bullying occurred: _____

Description of the bullying behaviors: _____

Are there immediate safety concerns? Yes No

Level of Behavior (see back) 1 _____ 2 _____ 3 _____

For Principal/administrator use only:

Consequence and/or action taken as a result of this discipline referral

INCIDENT SOLUTIONS

Student Name _____

Date _____

Dear Parent: Please read the information in the report below and discuss this with your child. Please sign and return this paper as soon as possible:

Parent Signature _____ Date _____

1. What happened?

2. What is the problem?

3. What are some solutions?

4. Which solutions will you try first?