

# **Bullying Prevention Plan**

USD 369, Burrton, Kansas

## **Definition**

According to KSA 72-8256, “**Bullying**” means:

*Any intentional gesture or any intentional written, verbal, electronic or physical act or threat that is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment.*

In more simplistic terms, students are taught the following.

*Bullying is unfair, one-sided, and happens over time. Bullying happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose. Mean, thoughtless or rude words and actions must be a behavior that targets an individual or small group of students over a period of time to be labeled as Bullying.*

## **Purpose**

Burrton Schools believe that bullying has a negative effect on the social environment of schools, creates an unnecessary climate of fear among students, inhibits their ability to learn, and leads to other antisocial behavior. Bullying behavior has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and the use of drugs and alcohol, etc. As such, we believe that bullying behavior is not tolerated and, as a result, have improved student/staff safety. We continue to create a more inclusive environment.

## **Scope**

All discipline rules – including those related to bullying – apply when students are:

1. On school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group.
2. Off school grounds at a school activity, function, or event.
3. Traveling to or from school, school activity, function, or event.
4. Using property or equipment provided by the school.

## **Prohibited Behavior**

**Furthermore, we believe that bullying can be expressed directly or indirectly. Examples of prohibited behavior include:**

- Hurting someone physically by hitting, kicking, tripping, pushing, and so on.
- Stealing or damaging another person’s things.
- Ganging up on someone.
- Teasing someone in a hurtful way.
- Using put-downs, such as insulting someone’s race, intelligence, or sexuality.
- Touching or showing private body parts.
- Spreading rumors about someone.

- Leaving someone out on purpose or trying to get other students not to play with someone.
- Bullying by use of any electronic communication device through means including, but not limited to, e-mail, instant messaging, text messages, blogs, mobile phones, pagers, online games and websites.

## **District Policy Components**

### **A. Definition**

USD 369 Defines Bullying in accordance with KSA 72-8256.

*Any intentional gesture or any intentional written, verbal, electronic or physical act or threat this is sufficiently severe, persistent and pervasive that it creates an intimidating, threatening or abusive educational environment.*

### **B. Reporting**

Burrton School has a sequenced pathway to help staff manage reports of bullying either by students, another staff member, or parents.

Steps and procedures and report form are developed in part in accordance with nationally recognized anti-bullying curriculum...“Steps to Respect”.

\*See Appendix A for Bullying Report Paperwork Pathway

\*See Appendix B for Bullying Report Form

### **C. Written Records**

When a bullying report form is received by administration, the school principal will keep those reports in a separate folder for a minimum of at least one year. Reports of bullying will then be reported, if actual bullying was determined to have occurred, to KSDE via the KAN-DIS application as required.

### **D. Consequences**

**In the student handbook for MS/HS, bullying is a level 3 offense with consequences up to... 10 points; 5 days ISS or OSS; with repeat offenses moving to level 4**

For all grades, however, situations vary and levels and degrees of behavior best determine appropriate levels of consequences.

\*See Appendix C

## Additional Components

### A. Communications

**This bullying prevention plan will be posted on the district's website for easy access by students, staff, and parents.**

### B. Training/Prevention

- 1. Information regarding rules against bullying will be placed in the student handbook and the 12 month calendar that all parents receive at enrollment.**
- 2. All teachers in grades 3-5 will be trained on how to implement the "Steps to Respect" program.**
- 3. All students in grades 3-5 will spend two weeks at each grade level at the beginning of the year working through the "Steps to Respect" anti-bullying curriculum and procedures as to how to identify bullying and how to report.**
- 4. Staff will be reminded at the beginning of each year by respective principal as to the proper procedures for referring students engaged in bullying behaviors.**
- 5. GEI/SIT teams can be utilized to work with teachers and parents of students continually engaging in bullying behaviors.**
- 6. Seminar teachers in the MS/HS will present short lessons, explore scenarios and lead discussion with students.**
- 7. Anti-Bullying resources available through KSDE Bully Prevention web site.**
- 8. Possible in-service for teachers and parents information meeting through Kansas Bullying Prevention Program in the fall of 2013.**
- 9. Engage students in positive ways to reinforce expectations. Possible interventions:**
  - KidzWorld Gang assemblies for elementary students to reinforce positive behaviors.
  - PRIDE quotation daily by elementary students.
  - Character focus each month.
  - Rewards/recognition for modeled behaviors.
  - Holding classroom meetings to discuss bullying or other social behaviors.
  - Making use of videos, books, or other resources on bullying.
  - Encourage students to participate in extracurricular activities.
  - Counselor will present lessons and information to follow-up on district expectations regarding bullying.
  - High School students work through the FACS classes and the FCCLA organization to provide character education opportunities to students of all levels.

## Bullying Report Paperwork Pathway Burrton Schools

\_\_\_\_ 1. Adult fills in bullying-report form.

\_\_\_\_ 2. Adult gives form to the student's homeroom teacher if not a classroom teacher. If incident occurs during a specials class, the teacher receiving report will take the report and then make a copy for their own records before submitting report to the student's homeroom teacher.

\_\_\_\_ 3. The homeroom teacher will maintain a file of all reports for each child in his/her homeroom.

\_\_\_\_ 4. Students are coached.

**If there are serious concerns** (for example, immediate safety concerns, persistent pattern of bullying, sexual or racial harassment):

- The principal then coaches students and identifies consequences for students who bullied.
- The principal documents results of coaching and necessary follow-up.

**If there are no serious concerns:**

- Classroom teacher coaches students and identifies consequences for students who bullied.
- Coach documents results of coaching and necessary follow-up.

\_\_\_\_ 5. Coaching documentation given to the homeroom teacher and filed.

**Appendix B**

# Bullying Report Form

Burrton Schools

*Reminder: This form should be distributed to classroom teachers of all children involved.*

Supervising adult taking report: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Who is reporting the bullying? *(check one)*    Bullied child    Bystander    Other

\_\_\_\_\_

Bullied child/children:

Child/Children who bullied:

Bystander(s):

Where the bullying occurred:

Description of the bullying behaviors:

Are there immediate safety needs? *(check one)*    Yes    No   (If yes, send student(s) to office for prompt attention.)

Specific concerns: *(Check all that apply)*

- |   |  |
|---|--|
| <input type="checkbox"/> Physical injury      | <input type="checkbox"/> Emotional needs         |
| <input type="checkbox"/> Damaged clothing     | <input type="checkbox"/> Damaged property        |
| <input type="checkbox"/> Fear of retaliation  | <input type="checkbox"/> Other <i>(describe)</i> |
| <input type="checkbox"/> Severity of bullying |  |

Action taken: *(Check all that apply)*

- |   |   |                                      |
|---|---|--------------------------------------|
| <input type="checkbox"/> Parent contact                   | <input type="checkbox"/> Moved to another class for time-out        | <input type="checkbox"/> Warning     |
| <input type="checkbox"/> Referral to counselor            | <input type="checkbox"/> Referred to office for immediate attention | <input type="checkbox"/> Make amends |
| <input type="checkbox"/> Referred to teacher for coaching | <input type="checkbox"/> Other _____                                |                                      |

Describe final action taken:

## Appendix C

Level 1 Behaviors	Level 1 Consequences
Pushing/kicking/hitting Spitting Gossiping/spreading rumors Embarrassing or making someone look foolish Mocking or mimicking Name-calling Dirty looks Taunting Teasing about clothing or possessions Threatening to reveal personal information Graffiti Publicly challenging to do something Defacing property or clothing Playing a dirty trick	<p><b>Any of the following consequences:</b></p> <ul style="list-style-type: none"> <li>Making amends</li> <li>Class meeting on topic</li> <li>Loss of privileges</li> <li>Parent notified</li> <li>Student assigned for part or all of the day to another classroom with work to do.</li> <li>Refer student to the counselor.</li> </ul> <p><i>Pattern of Level 1 offenses may result in consequences for Level 2 offenses or a referral to the principal for further administrative action.</i></p>

Level 2 Behaviors	Level 2 Consequences
Pushing/kicking/hitting Spitting Gossiping/spreading rumors Embarrassing or making someone look foolish Mocking or mimicking Name-calling Dirty looks Taunting Teasing about clothing or possessions Threatening to reveal personal information Graffiti Publicly challenging to do something Defacing property or clothing Playing a dirty trick	<p><b>Parent contacted by teachers and any of the following consequences:</b></p> <ul style="list-style-type: none"> <li>Loss of privileges (progressively more severe than Level 1)</li> <li>Making amends:               <ul style="list-style-type: none"> <li>• Repairing, cleaning, or replacing item (natural consequence)</li> <li>• Writing a report on the topic (race, theft, defacing property)</li> <li>• School or community service or monetary retribution</li> </ul> </li> <li>Student assigned for part or all of the day to another classroom with work to do.</li> <li>Refer student the counselor.</li> </ul> <p><i>Pattern of Level 2 offenses may result in consequences for Level 3 offenses or a referral to the principal for further administrative action.</i></p>

Level 3 Behaviors	Level 3 Consequences
Physical violence/inflicting bodily harm Threatening with a weapon Maliciously excluding Manipulating social order to achieve rejection Malicious rumor mongering Threatening with total isolation by peer group Verbal threats of aggression against property or possessions Verbal threats of violence or of inflicting bodily harm Threats of using coercion against family or friends Coercion	<p><b>Required parent conference with teacher and principal and any of the following consequences:</b></p> <ul style="list-style-type: none"> <li>Student behavior plan (i.e. contract, official FBA, etc.)</li> <li>Refer student to the counselor.</li> <li>Student assigned for part or all of the day to another classroom with work to do.</li> </ul> <p>Possible administrative action:</p> <ul style="list-style-type: none"> <li>• In-school suspension</li> <li>• Out-of-school suspension</li> <li>• Long-term suspension</li> <li>• Expulsion</li> </ul> <p><i>Criminal behavior will be referred to law enforcement for further action.</i></p>