

Broaddus ISD

Bullying Plan

In Broaddus ISD, the campus and district administration work together to provide a safe and orderly learning environment and encourages community involvement and engagement. It is very important to understand what “bullying” is and is not and what we can do to prevent it.

At the campus level we have established a Discipline system which includes “bullying”. The district has established procedures for reporting bullying.

District Reporting Procedures

Students should report any alleged act or knowledge of the alleged act in a timely manner. **Any student who believes that he or she experienced bullying should immediately report the alleged acts to the teacher, counselor, principal, or other District employee.** Any employee who receives notice that a student has or may have experienced bullying shall immediately **fill out a “Bully Report” and turn in report to counselor.** **The counselor will do follow up investigations and report to parents and or the principal any necessary information.**

Bullying is defined by state law as engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school re-related activity or in a vehicle operated by the district and that:

- 1) Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or a damage to the student’s property;
- 2) Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- 3) Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
- 4) Interferes with a student’s education or substantially disrupts the operation of a school.

Key Factors for Bullying

- **There is intent to harm.** The bully finds pleasure in taunting or trying to dominate the victim and continues even when the victim's distress is obvious.
- **Intensity and duration.** The bullying continues over a long period of time and the degree of bullying is damaging to the self-esteem of the victim.
- **Power of the bully.** The bully has power over the victim because of age, strength, size, or gender.
- **Lack of support.** The victim feels isolated and exposed. Often, the victim is afraid to report the bullying for fear of retaliation.
- **Vulnerability of the victim.** The victim is more sensitive to teasing, cannot adequately defend him or herself.

BULLYING BEHAVIOR

- **Bullying or Normal Conflict:** Normal conflict can occur any time or place and is generally accidental and resolved by the parties in conflict. Behaviors occur where the person bullying feels safe engaging in power seeking behavior which is intentionally harmful and directed at someone who is considered weak or vulnerable. Bullying is generally resolved by third party intervention.
- **Bullying or Harassment:** Harassment behaviors share the common themes found in the definition of bullying. Harassment is typically toward a protected class of individuals. For examples, is discussed in more detail on page three.
- **Bullying:** Bullying, including cyber bullying, occurs when a student or group of students directs written or verbal expressions or physical conduct against another student and the behavior results in harm to the student or the student's property; places a student in fear of physical harm or of damage to the student's property; or is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment.

· **Types of Bullying:** Bullying behaviors may be direct or indirect and include and nonverbal behaviors that cause physical, social/relational, or emotional/psychological harm. Bullying can include:

○ **Written aggression harm to person through written word.** Written bullying can occur through a hand written communication or through information or communications technology. Examples: slam books, graffiti, texting

○ **Verbal Aggression- harm to person through spoken word.** Verbal bullying often occurs when there is an unfair match between the bully and the victim, and can range from repeated taunting to threats to harm. Examples: taunting, intimidating phone calls, verbal threats against possessions or of inflicting bodily harm.

○ **Physical Aggression – harm to person or person’s property.** Physical bullying often involves a smaller victim who is easily harmed by a larger bully; physical bullying demonstrates the bully’s power to others. Examples: shoving, spitting, kicking hitting ruining property, stealing physically humiliating, locking in a closed space, physical violence against friends or family, threatening with a weapon, inflicting bodily harm.

○ **Social/Relational Aggression- harm to a person’s group acceptance.** Social bullies often isolate a victim by spreading rumors or lies about the victim or encouraging others to shun the victim. Examples: spreading rumors, ethnic slurs, setting up to take blame, publicly humiliating (reveal personal information) manipulation of situation to ensure rejection, threaten with total isolation of peers.

○ **Intimidation- harm to a person through pressure or fear.** Intimidation demonstrates the bully’s power to others and disempowers the victim. Examples: extortion, threaten to reveal personal information, graffiti, publicly challenging to do something, playing a dirty trick, threats of coercion, threatening with a weapon.

(Adapted from : Bonds, Marla, and Sally Stoker, (2000). Bully-Proofing Your School: A Comprehensive Approach for Middle Schools. Sopris West).

ISSUES RELATED TO BULLYING

§ **Dating violence** occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate or control the other person in a the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or one was in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of dating violence may include but not limited to, physical or sexual assault, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship. attempts to isolate the student from friends and family, stalking or encouraging others to engage in these behaviors

§ **Discrimination** is any conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law, that negatively affects the student.

§ **Harassment** is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance. Examples of harassment may include, but are not limited to offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors, physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

§ **Sexual Harassment** of a student by an employee, volunteer, or another student is prohibited. Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and

District employees are prohibited, even if consensual. Examples of prohibited sexual harassment may include, but not be limited to touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

§ **Retaliation** against a person, who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. A person, whom makes a false claim or offers false statements or refuses to cooperate with a district investigation however, may be subject in an investigation of alleged discrimination or harassment is also prohibited.

§ **Cyber bullying** is when a person is threatened, harassed, humiliated, embarrassed or otherwise targeted by another person using information or communication technology. Examples include email, cell phone, pager text messages, instant messaging, defamatory personal Web sites or blogs, sending or posting photos via cell phone or web sites.

Reporting Bullying

Parents Working With School:

§ Report incidents to your child's teacher

§ Information about incidents should include: **Who, Where, When, and What**

§ Ask what they have noticed with bullying in general and specifically related to your child

§ Ask what rules, policies, and procedures the campus has to deal with bullies and what you as the parent need to do to help with this issue.

§ Set up a follow up meeting (2-5 days later) to review any changes that you notice

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IF NO PROGRESS IS MADE THEN REPORT TO THE COUNSELOR:

§ Inform them of your previous report to the teacher and what has worked and what has not worked.

§ Ask what the counselor could do to help with the problem

(social skills work, guidance lessons, reviewing with teachers the bullying policy and warning signs).

§ Set up a follow up meeting (2-5 days later) to review any changes that you notice.

IF NO PROGRESS IS MADE THEN REPORT TO THE PRINCIPAL

- § Inform them of your previous work with the teacher, and counselor and what has worked and what has not worked.
- § Ask what rules, policies, and procedures the campus has to deal with bullies and what you as a parent need to do to help with the issue.
- § Set up a follow up meeting (2-5 days later) to review any changes that you have noticed.

Documentation at every level will be essential in tracking “bullying situations.” Multiple reporting incidents will help to establish a pattern.

School

If bullying or harassment is suspected and /or reported

- School staff takes appropriate action to investigate or otherwise determine what has occurred. The specific steps of the investigation will vary depending on the nature including the availability of staff to investigate the complaint.
- The inquiry should be prompt, thorough, and impartial.

***DOCUMENTATION IS VERY IMPORTANT IN THIS STEP**

If school staff members believe bullying or harassment has occurred

- If an investigation reveals that discriminatory action has occurred, a school should take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile and effective steps reasonably calculated to end the harassment, eliminate any hostile environment and its effects, and prevent harassment from recurring.
- Appropriate steps to end harassment or bullying may include separating the accused harasser and the target; provide counseling for the target, and/or taking disciplinary action against the harasser.

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