

Student Behavior Plan

**Graham County USD #281
Hill City, KS**



Written Policy

Goals of Program

The goals of the USD 281 – Graham County Student Behavior Plan include, but are not exhaustive of the following:

1. Foster an atmosphere of understanding and mutual respect among parents, staff, and students.
2. Foster an atmosphere that supports and builds emotional, behavioral, and academic self-regulation in students.
3. Assist all staff members, students, and parents in understanding what inappropriate behavior is and specifically the definition of when behavior is “bullying”.
4. Stop and correct inappropriate behaviors when witnessed and recognized appropriate behaviors when witnessed.
5. Provide support and educational opportunities for staff, students and parents on Social, Emotional, and Character Development skill development.

Appropriate Behaviors

Appropriate behaviors are considered any behavior that helps create and maintain a safe, positive and productive school environment. For example this can include but is not limited to walking quietly in hallways, respectful language when interacting with others, including fellow students in groups and activities, being prepared for class with materials and homework and responsible use of technology.

The USD 281 staff believe that all children can exhibit appropriate behavior and because of this will identify the contextual setting events and environmental conditions that enable students to exhibit appropriate behaviors.

Inappropriate Behaviors

Inappropriate behaviors are considered any behavior that detracts from a safe, positive and productive school environment. For example this can include but is not limited to name calling, excluding someone from your group, physically hurting someone, being disruptive in class, and not following directions of staff members.

Two general types of behaviors, rude and mean, are often misidentified for bullying. Rude would include inadvertently saying or doing something that hurts someone else. This could be bragging about a grade, not offering thanks when someone has been helpful or cutting in front of someone. These behaviors are generally spontaneous, unplanned, thoughtless, and possibly poor manners, but are not intentionally meant to hurt someone.

Mean is purposefully saying or doing something to hurt someone but only happens once or twice. This could be criticizing someone's clothing, calling someone a name, sending an angry text or ignoring someone. Mean behaviors can be extremely hurtful and are not to be ignored, but they are different from bullying behaviors.

Bullying Behaviors

A student is bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students (Olweus 1986 and 1991). In order for a behavior to be considered bullying the following elements must be present:

1. **Imbalance of Power** – older, bigger, stronger, more verbally adept, higher on social ladder, different race, opposite sex, sheer numbers of individuals, etc.
2. **Intent to Harm** – means to inflict emotional and/or physical pain, expects the action to hurt, and takes pleasure in witnessing the hurt.
3. **Threat of Further Aggression** – not a one-time event, it is continuous.

The Intent to Harm/Negative Actions can be carried out by words (name calling, teasing, taunting), by physical contact (hitting, pushing, kicking), through relational aggression (manipulation, isolation, exclusion), and/or through the use of technology on school grounds, at school-sponsored activities or events, on school-association transportation, through school-owned technology, or if it effects a student's ability to feel safe or accepted at school (emails, websites, instant messaging).

“Cyberbullying” means 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 (KSDE 2008).

Procedures for Reporting Documenting Incidents

In responding to inappropriate behavior, keep in mind that the first and foremost goal is to protect student(s) and build skills. The following steps should be taken when an incident arises:

1. **Classroom Observation & Documentation** – staff members are responsible for looking out for and addressing behaviors and determining if the behavior is just inappropriate, bullying or could lead to bullying. Prior to an Office Referral, staff members should attempt to address and solve the incident if it is a Level One behavior from the Harmful Behavior Chart (attached). In all incidents, staff members are responsible for addressing the incorrect behavior and building the skills of the student so that appropriate behavior can be demonstrated in the future.

When a bullying behavior is witnessed, staff members need to follow the Olweus On-the-Spot Intervention Instructions (attached). The Staff/Administrator Behavior Assessment (Appendix) provides suggestions for staff on assessing the seriousness of the bullying incident; examples of classroom/on-the-spot disciplinary consequences; and ways to encourage students to self-rely and self-solve problems to reduce bullying/harassment without further, more intense interventions. Staff members must document the incident. The Bully/Harassment Log Form (Appendix) is one tool that can be used by staff for documentation.

2. **Office Referral** – once a behavior takes place that is repeated, isn't resolved through more informal means, meets the Olweus Definition of Bullying, and/or is a Level Two or Three behavior from the Behavior Chart then staff members are responsible for:
 - a. following the Olweus On-the-Spot Intervention Instructions; and/or
 - b. completing and filing a Behavior Report Form (attached) with the Principal.
3. **Student Conference** – once a Behavior Report Form has been turned in a conference will be held with the student. In deciding upon disciplinary consequences, the nature of the behavior, severity, age of the student, and their history of behavior will all be considered. Possible disciplinary consequences are included in the next section of the Behavior Plan.
4. **Parent Resources** – Parent resources will be made available to any parent asking for assistance with their child, as well as, the parents of students who have been involved in a bullying incident. Resources will include but are not limited to Strategies for Parents of Students who Bully and Strategies for Parents of Students who are Bullied. (Appendix)

Olweus Bullying Prevention Program

On-the-Spot Interventions

Detailed Step-by-Step Instructions

Here is a more detailed description of what to do (and not do) in each on-the-spot intervention step:

STEP	DO'S	DO NOT'S
<p>Step 1: Stop the bullying.</p>	<p>Stand between the students who bullied and the student who was bullied.</p> <p>Set ground rules for all participants (for example, "I want you each to stand here and listen and not talk").</p>	<p>Don't get into a verbal or physical tussle with any student.</p> <p>Don't send any students away – especially bystander(s).</p> <p>Don't ask about or discuss the reason for the bullying or try to sort out the facts now.</p>
<p>Step 2: Support the student who has been bullied in a way that allows him or her to regain control of his or her emotions and to "save face".</p>	<p>Stand close beside the student who has been bullied.</p> <p>Make minimal eye contact – just enough to gauge his or her emotions.</p> <p>Consider physically comforting the student (for example, pat the student on the shoulder) only if you think it will not cause him or her to lose control or feel more embarrassed.</p>	<p>Be careful in showing too much overt attention to the student who was bullied. Too much sympathy (when expressed in public) may be uncomfortable for the student.</p> <p>Don't ask the bullied student to tell you what happened.</p> <p>Don't offer lots of sympathy (words or actions) on the spot – wait until later.</p>
<p>Step 3: Address the student(s) who bullied by naming the bullying behavior and refer to the four anti-bullying rules.</p>	<p>State what you saw/heard; label it bullying.</p> <p>State that it is against the school rules (for example, "The words I heard you use are against our rules about bullying").</p> <p>Use a matter-of-fact tone to let the student(s) who bullied know exactly what behaviors are not okay and why.</p>	<p>Do not accuse – simply state the facts ("I saw ..." or "I heard ...").</p> <p>Don't engage students in a discussion or argument about the facts. Remind them to listen and not talk.</p>

<p>Step 4: Empower bystanders with appreciation or information about how to act in the future.</p>	<p>Praise bystanders with specific comments about things they did to help, even if they were not effective.</p> <p>If they took no helpful action, use a calm, matter-of-fact, supportive tone to let bystanders know that you noticed their inaction.</p> <p>If appropriate, suggest something they could do now to help the student who was bullied (for example, help to pick up books, accompany him or her to get a new lunch.)</p>	<p>Don't scold bystanders for not getting involved.</p> <p>Don't ask bystanders to state what happened or explain their behavior at this point.</p>
<p>Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.</p>	<p>Plan a follow-up meeting with the student who was bullied and his/her parents (as appropriate).</p> <p>A verbal reprimand is likely to be the first reaction; in addition, you may want to take away some social opportunities from the bullying students as your role and relationship with them permit (for example, recess, lunch in the cafeteria).</p> <p>Let the students who bullied know you will be watching them and their cohorts closely to be sure there is no retaliation against the student who has been bullied.</p> <p>If these students are not members of your classroom, notify their primary teacher so he or she knows what happened and what disciplinary action was taken (verbal or written).</p> <p>If the students are in middle school/junior high school, notify the teacher who has the closest relationship to the students or your school's discipline officer.</p> <p>Depending on the system adopted by your school, you may also have to report the incident to your Bullying Prevention Coordinating Committee and/or enter it into a special log.</p>	<p>Do not scold.</p> <p>Do not institute a reparation plan on the spot. Follow up later.</p>
<p>Step 6: Take steps to make sure the student who was bullied will be protected from future bullying.</p>	<p>Plan a follow-up meeting with the student who was bullied and his or her parents (as appropriate). Keep an eye on the situation and make sure the student who was bullied knows he or she should report any future bullying to you immediately.</p> <p>Try to involve the student with a positive peer group, so he or she is not isolated or alone.</p>	

Harmful Behavior Chart

Physical Bullying Harm to someone's body or property		Emotional Bullying Harm to someone's self-esteem or feeling of safety		Social Bullying Harm to someone's group acceptance	
<i>Verbal</i>	<i>Nonverbal</i>	<i>Verbal</i>	<i>Nonverbal</i>	<i>Verbal</i>	<i>Nonverbal</i>
LEVEL ONE					
<ul style="list-style-type: none"> • Expressing physical superiority • Blaming the victim for starting the conflict 	<ul style="list-style-type: none"> • Making threatening gestures • Defacing property • Pushing/shoving • Taking small items from others 	<ul style="list-style-type: none"> • Insulting remarks • Calling names • Teasing about possessions, clothes, physical appearance 	<ul style="list-style-type: none"> • Giving dirty looks • Holding nose or other insulting gestures 	<ul style="list-style-type: none"> • Gossiping • Starting or spreading rumors • Teasing publicly about clothes, looks, relationships with boys/girls, etc. 	<ul style="list-style-type: none"> • Ignoring someone and excluding them from a group
LEVEL TWO (some of these behaviors are against the law)					
<ul style="list-style-type: none"> • Threatening physical harm 	<ul style="list-style-type: none"> • Damaging property • Stealing • Starting fights • Scratching or biting • Pushing, tripping, or causing a fall • Assaulting 	<ul style="list-style-type: none"> • Insulting family • Harassing with phone calls or electronically • Insulting your size, intelligence, athletic ability, race, color, religion, ethnicity, gender, disability, or sexual orientation 	<ul style="list-style-type: none"> • Defacing school work or other personal property, such as clothing, locker, or books • Saying someone is related to a person considered an enemy of this country (e.g., Osama bin Laden) 	<ul style="list-style-type: none"> • Ostracizing using notes, Instant Messaging, e-mail, etc. • Posting slander in public places (such as writing derogatory comments about someone in the school bathroom) • Posting slander electronically (Facebook, SnapChat, etc.) 	<ul style="list-style-type: none"> • Playing mean tricks to embarrass someone
LEVEL THREE (most of these behaviors are against the law)					
<ul style="list-style-type: none"> • Making repeated and/or graphic threats (harassing) • Practicing extortion (such as taking lunch money) • Threatening to keep someone silent: "If you tell, it will be a lot worse!" 	<ul style="list-style-type: none"> • Destroying property • Setting fires • Physical cruelty • Repeatedly acting in a violent, threatening manner • Assaulting with a weapon 	<ul style="list-style-type: none"> • Harassing you because of bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation 	<ul style="list-style-type: none"> • Destroying personal property, such as clothing, books, jewelry • Writing graffiti with bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation 	<ul style="list-style-type: none"> • Enforcing total group exclusion against someone by threatening others if they don't comply 	<ul style="list-style-type: none"> • Arranging public humiliation

Behavior Report Form

Victims name (First and Last): _____ Grade: _____

Aggressor's Name (F&L): _____ Grade: _____

Staff Member Reporting: _____

Location of Incident: _____ Date & Time: _____

Witnessed By: _____

Describe the incident:

What action was taken by staff?

Results: Include if you feel this was a bullying incident.

Action Taken and Disciplinary Consequences Implemented: (To be completed by Principal)

If no, it was handled _____.

Student Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Disciplinary Procedures

In deciding upon disciplinary consequences, the nature of the behavior, severity, age of the student, and their history of behavior will all be considered. The Harmful Behavior Chart can be used to help determine the severity of the bullying behavior. Possible disciplinary consequences might include:

- Conference with the principal
- Parent contact – should be done for every incident. This can be done by the student or the school personnel.
- Verbal or written apology
- Restitution - namely return of items taken from the victim or payment for items destroyed.
- Student must stay close to supervising teacher or school personnel during activity or timeframe.
- Temporary withdrawal, suspension, or exclusion from the place or activity where the bullying occurred
 - Recess – then limited on where they can be during recess for set number of days
 - Bus – lose the privilege of riding the bus for set number of days
 - Hallways – escorted to and from class by a student aide
 - Lunch – eating by themselves or with a teacher
- An assignment related to bullying (for example, writing an essay about what it might feel like to be bullied)
- Temporary withdrawal or suspension of classroom and/or school privileges
- Community service
 - Helping students with homework in an after-school program
 - Organizing a game for children in a lower grade during recess
 - Recording acts of kindness by students to help determine who receives school courtesy awards
 - Helping principal monitor younger students in the lunchroom
 - Assisting a disabled student with an activity
 - Making a “No Bullying” poster for display in the hallway
- Behavior modification plan/contract
- Reflection
- Suspension
- Detention

When addressing and stopping bullying behaviors, as well as implementing disciplinary consequences it is important for staff members to convey the following:

1. Describe the student’s behavior and label it as bullying.
2. State the school rule that prohibits bullying.
3. Indicate that the student violated this rule and that they must stop this behavior immediately.
4. Inform the student of the disciplinary consequences of their behavior.

Staff Training

Training on the USD 281 – Graham County Student Behavior Plan will be held on August 15, 2018. This training will be conducted by Smoky Hill Education Service Center and will cover changes that have been made, documentation needs, and practice with examples and scenarios. Training will also be provided on October 8, 2018 on extending the CHAMPS model and the Social, Emotional, and Character Development Standards and how to build those skills in the classroom.

Student Curriculum

Graham County USD 281 is currently utilizing the following frameworks, curriculum, activities, and events to address behavior and social, emotional, and character development. Other curricular materials will continue to be developed and refined as needed.

- Conscious Discipline
- CHAMPS
- Make a Difference Day
- Safe Dates
- Responsible Media Use – Nex-Tech Presentation

Behavioral Plan Components

Tier I – Universal Interventions

- Enforcement of School-Wide Behavior Expectations
- Reinforcing Common Behavior Language
- Continually Teach and Model Expectations
- Observe and Praise Appropriate Behavior
- Directly Teach Social, Emotional, and Character Development Skills

Tier II – Targeted interventions to support students who are not responding to the universal interventions.

Tier III – Individualized, assessment-based intervention strategies to support students who are not responding to targeted interventi

Evaluation Procedures

Graham County USD 281 conducted school climate survey in January, 2018. These results will be used to direct staff training, guide classroom and building management procedures, and guide student curriculum materials.

Social-Emotional Growth Measures will continue to be developed and refined as needed.

Graham County USD #281 Student Behavior Plan

Appendix

STAFF/ADMINISTRATOR BEHAVIOR

ASSESSMENT

Prior to an Office Referral, staff members should attempt to address and solve the incident if it is a Level One behavior. Below are suggestions for the staff on assessing the seriousness of the bullying incident; examples of classroom/on-the-spot disciplinary consequences; and ways to encourage students to self-rely and self-solve problems to reduce bullying/harassment without further, more intense interventions. In the event that a Behavior Report Form is submitted, this same information may be helpful in deciding upon disciplinary consequences.

REMINDER:

OLWEUS DEFINITION OF BULLYING:

Intent to Harm
Imbalance of Power
Repetitive

ASSESSING THE SERIOUSNESS OF BULLYING

The level of distress of the student who is bullied is one of the most critical factors in determining the seriousness of the bullying. The difference in power (age difference, size difference, intimidate abilities, financial, societal assignments, disabilities, etc.) also play a role in assessing the seriousness of the incident.

In assessing the seriousness of the incident, find out the answer to these questions:

- How distressed is the victim?
- How many incidents of bullying have occurred between these students?
- How long has the bullying behavior been going on?
- Was there violence or threat of future violence?
- Does the bully exhibit any empathy for the victim?
- Does the bully display remorse for his/her behavior?
- Is the bully willing to accept responsibility for his/her behavior and resolve the problem?

CLASSROOM/ON-THE-SPOT DISCIPLINARY CONSEQUENCES

In deciding upon disciplinary consequences, the nature of bullying, severity, age of the student, and their history of behavior should all be considered. Possible disciplinary consequences might include:

- serious individual talk with the student
- having the student who bullied give a verbal or written apology (make sure this can not be used as a way for the student who bullies to threaten or intimidate the student being bullied)
- temporary withdrawal or suspension of classroom privileges
- an assignment related to the bullying behavior (for example, writing an essay about what it might feel like to be bullied)
- temporary suspension from the place or activity where the bullying behavior occurred
- having the student stay close to the teacher
- adjusting classroom seating arrangements
- having the student contact their parent about the situation

EXAMPLES OF SELF-RELY AND SELF-SOLVE

- Having those involved mutually agree to stop the behavior and/or stay away from each other – don't have the student who was bullied apologize
- Make sure the student who is bullied doesn't blame themselves and that they don't let others try to convince them that it is a minor issue.
- Have students think safety first and immediately walk toward a friend and/or adult.
- Work with students on being assertive - by holding your head high and standing up straight; give eye contact; and lean forward and speak in a firm voice.
- Have students picture themselves solving the problem, give them examples of solutions if needed and role play these solutions with them.
- Help students make friends with other students.
- Have students avoid areas that are isolated or unsupervised.
- Document the incidents of bullying.
- Have students check with other students to see if something similar has happened to them.

Bully/Harassment Log Form

Revised 6-4-08

Teacher/Staff Member: _____ Building: _____

Date/Time	Name(s) of Student(s) Targeted	Witness Name(s)	Incident Description	Conferenced With (Student/Parent/Other Staff)	Results

Investigation Status Report Form

Students who have actively taken part in the bullying (Name/Class)

Name: _____ Class/Grade: _____
Name: _____ Class/Grade: _____
Name: _____ Class/Grade: _____
Name: _____ Class/Grade: _____

What consequence(s) has the bully (or bullies) faced?

Has the classroom teacher been informed about the incident?

- Yes (Date: _____)
- No

Have the parent(s) or guardian(s) of the victim been contacted?

- Yes (Date: _____)
- No

Have the parent(s) or guardian(s) of the bully (bullies) been contacted?

- Yes (Date: _____)
- No

Has the victim been followed up with to ensure that the bullying has stopped? It is recommended that the victim be contacted 2 weeks following the reported incident.

- Yes (Date: _____)
- No

If so, has the bullying...?

- Stopped
- Decreased
- Remained the Same
- Increased

If the bullying has not stopped, what further steps will be taken?

Initial Discussion with the Student(s) who Bullied

If more than one student is involved, talk with each individual separately. It is best to hold these discussions successively during the same day so that the discussion comes as a surprise to the student and the group cannot compare stories before meeting with staff.

Student: _____ Class/Grade: _____
Description of the incident: _____

Student: _____ Class/Grade: _____
Description of the incident: _____

Student: _____ Class/Grade: _____
Description of the incident: _____

Student: _____ Class/Grade: _____
Description of the incident: _____

Do the students agree on the details of the incident?

- Yes
- No

Do the students view this incident as bullying?

- Yes
- No

Do the students understand the consequences of their behavior on the victim?

- Yes
- No

Initial Discussion with the Student who was Bullied

Date: _____

Name of Student: _____

What kind of bullying has occurred?

- Has been called mean names, ridiculed and teased in an offensive manner
- Has been ignored completely or excluded by his/her group of friends
- Has been hit, kicked, or pushed around
- Has had lies spread about him/her to make others hate him/her
- Has had some money or possessions taken or his/her personal belongings have been broken
- Has been threatened or forced to do things against his/her will
- Has been subjected to name-calling, remarks or gestures about his/her race, skin color, religion, sexual orientation, or gender identity
- Has been subjected to sexual names, gestures, or deeds
- Has been bullied through mean and insulting text messages, calls, or photographs
- Has been bullied via computer through mean and insulting messages, posts, or photographs on social media.
- Has been bullied in some other way: _____

Description of incident:

How many times has the bullying occurred?

- Once
- Twice
- Three times or more

When was the last time that bullying occurred? _____

How long has bullying been going on?

- A week or two
- A month
- 2-6 months
- 6-12 months
- ____ years

Initial Discussion with Bystanders

Student: _____ Class/Grade: _____
Description of the incident:

Do the students agree on the details of the incident?

- Yes
- No

Do the students view this incident as bullying?

- Yes
- No

BEHAVIOR CONTRACT FORM
Lower Elementary
TO BE COMPLETED BY STUDENT

Revised 11-10-08

Today's Date: _____

Student Name: _____ Gender: _____ Grade: _____

DESCRIPTION OF CURRENT INCIDENT (by school official): _____



Draw a picture of what you did.



Draw a picture of how you will solve the problem, what you will do different next time.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

School Official Signature: _____ Date: _____

EVALUATION of Contract Date: _____ Time: _____ Location: _____

Statement of success or need for revision. _____

End Contract Renew Current Contract Revise Contract Next Evaluation Date: _____
Time: _____ Location: _____

BEHAVIOR CONTRACT FORM

Upper Elementary

TO BE COMPLETED BY STUDENT

Revised 11-10-08

Today's Date: _____

Student Name: _____ Gender: _____ Grade: _____

DESCRIPTION OF CURRENT INCIDENT (by school official): _____

S . T . O . P



S: Stop. What did you do? Be specific and start with "I", tell later what the other student(s) did.



T: Think. What was wrong with that behavior? Whom did you hurt and how do you know you hurt them? What made you do it, what problem were you trying to solve?



O: Options. What could you have done differently? How will you solve the problem without hurting anyone? Please list at least three ways you could solve the problem.



P: Plan. Which of your possible solutions will you use the next time you have this problem?

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

School Official Signature: _____ Date: _____

EVALUATION of Contract Date: _____ Time: _____ Location: _____

Statement of success or need for revision. _____

End Contract Renew Current Contract Revise Contract Next Evaluation Date: _____
Time: _____ Location: _____

BEHAVIOR CONTRACT FORM

Middle & High School

TO BE COMPLETED BY STUDENT

Revised 11-10-08

Today's Date: _____

Student Name: _____ Gender: _____ Grade: _____

DESCRIPTION OF CURRENT INCIDENT (by school official): _____

STOP, IDENTIFY and Take RESPONSIBILITY: What did you do? Be specific and start with "I", tell later what the other student(s) did. My problem is:

THINK: What was wrong with that behavior? Whom did you hurt and how do you know you hurt them? What made you do it, what problem were you trying to solve?

This behavior interferes in my life by:

1.

2.

3.

This behavior interferes in other's lives by:

1.

2.

3.

OPTIONS: Some positive ways I can solve this problem

1.

2.

3.

4.

5.

Consider your options:

Are they good for you and others?

YES NO

YES NO

YES NO

YES NO

YES NO

PLAN: Which option above do you choose? How will you be able to make these changes? What help do you need?

Option 1 Option 2 Option 3 Option 4 Option 5

Describe your PLAN: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

School Official Signature: _____ Date: _____

EVALUATION of Contract Date: _____ Time: _____ Location: _____

Statement of success or need for revision. _____

End Contract Renew Current Contract Revise Contract Next Evaluation Date: _____

Time: _____ Location: _____

STUDENT CHARACTER EVALUATION

Revised 11-10-08

Character Pillar	Always Models	Usually Models	Sometimes Models	Seldom Models	Never Models
<p>TRUSTWORTHINESS: Am I <i>honest, reliable, courageous</i>, and a <i>good friend</i>?</p> <p>I don't lie, cheat, or steal. I keep my promises and follow through on my commitments. I do the right thing, even when it is difficult and others don't. I don't betray a trust, unless the secret will hurt someone.</p>					
<p>RESPECT: Do I show <i>respect</i> to myself and others:</p> <p>I treat other people the way I want to be treated. I am courteous and polite. I listen to what other people have to say. I don't insult people, make fun of them, or call them names. I don't choose certain people to pick on. I don't judge people before I even get to know them.</p>					
<p>RESPONSIBILITY: Am I being <i>responsible</i> to myself, other people and my school?</p> <p>I finish my school work. I take care of my things. I take care of school property. I help others and do what I have promised to do. I don't expect other people to do my work. I don't blame other people or make excuses. I think about consequences before I do something.</p>					
<p>FAIRNESS: Am I a <i>fair</i> person?</p> <p>I treat people the way I want to be treated. I take turns. I tell the truth. I follow the rules on the playground and in the classroom. I think about how my actions affect others. I listen to people with an open mind. I don't blame others for my mistakes. I don't take advantage of others. I don't play favorites.</p>					
<p>CARING: Am I a <i>caring</i> person?</p> <p>I treat people with kindness and generosity. I help people in need. I think about how I might be mean or hurt others' feelings. I am not mean or hurtful. I think about how what I do might affect others. I do special things for others.</p>					
<p>CITIZENSHIP: Am I a good <i>citizen</i>?</p> <p>I do my share to make my school and community a good place. I participate in community service. I help take care of the environment. I am a good neighbor in the classroom and I take care of my space. I treat others with respect and dignity. I follow the rules of my family, my school and my society.</p>					

Tips for Parents of Students who Bully Others

Source: [Committee for Children](#) & The ABC's of Bullying Prevention

Signs that Your Child May Bully Others

- Enjoys feeling powerful and in control.
- Seeks to dominate and/or manipulate.
- May be popular with other students, who envy his or her power.
- Is physically larger or stronger than their peers.
- Is impulsive.
- Loves to win at everything; hates to lose at anything. Is both a poor winner and loser.
- Seems to derive satisfaction or pleasure from other's fear, discomfort, or pain.
- Seems to have little or no empathy or compassion for others.
- Seems unable or unwilling to see things from another person's perspective.
- Seems willing to use and abuse other people to get what he or she wants.
- Defends his or her negative actions by insisting that others "deserved it," "asked for it," or "provoked" him or her; a conflict is always someone else's "fault".
- Is good at hiding negative behaviors or doing them where adults can't notice.

Steps to Take

1. Meet with the Principal or Teacher

- a. Get their observations and communicate about what you are currently seeing at home.
- b. Get the observations of other staff members.

2. Take a hard line on bullying.

- a. Speak with your child.
- b. Convey in no uncertain terms that bullying in any form is unacceptable and must stop immediately.
- c. Label the behavior as bullying.
- d. Tell them you will be in frequent contact with the school about their behavior and take seriously any further reports.

3. Try to understand your child's behavior and respond accordingly.

- a. Try to get to the source of what motivated your child's behavior – peer approval, exert power, punish a child, vent frustrations, have fun.
- b. Ask “why did you behave that way?” and “did you feel they did something to you?”
- c. Make suggestions on how they can handle the situation differently without resorting to aggression.
- d. Role-play with your child possible solutions to various situations.
- e. Try to enhance and promote your child's empathy for others.
- f. Arrange consequences that are in proportion to the severity of their actions, but do not humiliate or embarrass.

4. Work with the school to modify their behavior.

- a. Support the school's discipline measures.
- b. Encourage the teacher to find ways to reward or praise your child when they engage in appropriate behavior.
- c. Set up a behavior modification system.
- d. Have the counselor work with your child.

5. Monitor your child's media exposure.

- a. Pay attention to and limit the amount of violence they are exposed to on TV, in movies, video games, and in the media.

6. Pay close attention to your child's social behavior.

- a. Take note of who they spend time with and where they go.
- b. Set reasonable curfews and restrict them from places, activities, or individuals you deem inappropriate.

7. If your child continues to bully despite efforts to modify their behavior, seek help from a counselor.

- a. Turn to your School Psychologist or a community mental health professional.

Tips for Parents of Students who are Bullied

Source: [Committee for Children](#) & The ABC's of Bullying Prevention

Signs that Your Child May Be a Bullied

- often develops a stomachache or headache in the morning
- is resistant to going to school
- is fearful of walking to or from school, or riding the school bus
- frequently asks for or takes money beyond his normal needs
- is receiving lower grades than usual
- appears withdrawn, upset or tearful after school
- comes home from school with torn clothes or unexplained bruises
- is unusually hungry after school (because lunch money is stolen)
- is missing some of his belongings
- seems isolated from peers
- has been unusually moody and quick to anger
- has been acting aggressively towards other children
- has been having problems sleeping or eating
- talks of or attempts suicide

Steps to Take

1. Encourage your child to report bullying incidents to you.

- Treat your child's reports of bullying seriously.
- Validate your child's feelings by letting him/her know that it is normal to feel hurt, sad, scared, angry, etc.
- Let your child know that s/he has made the right choice by reporting the incident(s) to you and assure your child that s/he is not to blame.
- Help your child be specific in describing bullying incidents: who, what, where, when. (Look for patterns or evidence of repeated bullying behaviors.)

2. Ask your child how s/he has tried to stop the bullying.

3. Coach your child in possible alternatives.

- Tell your child what not to do.
 - Do not retaliate against the bully or get in an angry exchange with them.
 - Look for ways of responding that defuses rather than enflames the situation.
 - Encourage your child to not let the bully see that he has upset him.
- Encourage and practice different strategies with your child.
 - Help your child project an appearance of confidence – hold head high, make eye contact, walk with confidence.
 - Ignore the bully and walk away without appearing upset.
 - Be more assertive by telling the bully to stop in a clear, firm, simple manner and then walk away.
 - Might suggest some one-line responses to your child.
 - Avoid the situation or individual when they feel violence might escalate – play in a different place, play a different game, or stay by an adult.
 - Role-Play with your child different encounters and the appropriate strategies for each encounter.
- Look for ways to find new friends.
 - Support your child by encouraging him/her to extend invitations for friends to play at your home or to attend activities.
 - Involve your child in social activities outside of school.

4. Get up to speed on Cyberbullying

- Don't wait for your child to come to you with concerns.
- Take the initiative to talk with them about what to do if they receive upsetting messages.
- Encourage them to let you know and not to respond to the bully online.
- Encourage them to keep personal information, including pictures and passwords, to themselves.
- Don't overreact and suspend all of their internet or cell phone activities.

5. Treat the school as your ally.

- Share your child's concerns and specific information about bullying incidents with appropriate school personnel.
- Work with school staff to protect your child from possible retaliation.
- Establish a plan with the school and your child for dealing with future bullying incidents.
- Supply the school with a record of incidents that your child has described to you as well as any documentation that can support the incident.

6. Encourage your child to seek help and to report bullying incidents to someone s/he feels safe with at the school immediately:

- Adult in charge of a specific activity or area (such as the playground, lunchroom, field trips, bus lines, gym, classroom)
- Teacher
- Counselor
- Principal

7. Use school personnel and other parents as resources in finding positive ways to encourage respectful behaviors at school.

- Volunteer time to help supervise on field trips, on the playground, or in the lunchroom.
- Become an advocate for school-wide bullying prevention programs and policies.

8. Encourage your child to continue to talk with you about all bullying incidents.

- Do not ignore your child's report.
- Do not advise your child to physically fight back. (Bullying lasts longer and becomes more severe when children fight back. Physical injuries often result.)
- Do not confront the child who bullies.
- Do not confront the family of the child who bullies.

