

**Liberty  
Elementary School**



**Bullying Prevention  
Program**

# **Liberty Elementary School**

## **Guidelines for Public School Anti-Bullying Program & HB 283**

House Bill 283 requires that a school district student code of conduct prohibit bullying, harassment, and making hit lists. In compliance with House Bill 283, the LISD Code of Conduct offers the following definition:

Bullying is written or oral expression or physical conduct that a school district Board of Trustees or designee determines:

1. To have the effect of physically harming a student, damaging a the property of a student, or placing a student in reasonable fear of harm to the himself or herself or of damage to the property of the student; or
2. To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student.

In order to maintain up-to-date records of campus compliance with House Bill 283, please review the following Guidelines for the Liberty Bully Prevention Program. These guidelines are based on information from United States Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Substance Abuse Prevention (SAMHSA) Model Programs.

### **Guidelines for Campus Bully Prevention Programs**

**Purpose:** A school-based program that focuses on Bully Prevention and is designed to prevent and/or reduce bullying at Liberty Elementary School. All school staff members, under the leadership of the campus principal and the guidance of the counselor, are responsible for introducing and implementing the program. Efforts should be directed toward improving peer relations and making the school a safe and positive place for students to learn and develop.

**Target Population:** All students participate in most aspects of the program, while students identified as bullying others or as targets of bullying receive additional, individual interventions as necessary.

### **Implementation Essentials**

#### **Role of the Principal and Assistant Principal**

- Take a leadership role in using a whole school approach to inform and educate all staff/students/parents/guardians about rules, reporting system, consequences of bullying behaviors
- Have clear consequences in place that are practical, logical, reasonable and fair, inevitable, predictable and immediate, consistently enforced, and developmentally appropriate
- Insure that school-wide, classroom, and individual intervention systems are in place
- Model respect and courtesy

## **Role of the Counselor**

- Ensure that the Guidance Component of Counseling program addresses Bully/Victim issues (Anger Management; Friendship Skills; Empathy; Assertiveness; Conflict Resolution)
- Do an assessment of campus climate regarding bullying (Fifth Grade Survey)
- Serve as consultant to faculty and administration
- Provide individual counseling as needed to identified students who bully and who are bullied
- Model respect and courtesy

## **Role of the Teacher**

- Set classroom rules with student input
- Respond effectively to reports of bullying
- Model friendship skills
- Provide supervision
- Build empathy
- Support positive assertiveness
- Reinforce respectful behavior
- Model respect and courtesy

## **Role of the Staff**

- Know the school rules and chain of command; everyone on campus is part of the plan
- Report infractions appropriately
- Model respect and courtesy

## **School Wide Interventions**

- Development of campus-wide rules against bullying (consistent with Student Code of Conduct) with clear and consistent enforcement of consequences
- Supervision of students during recess/lunch/break periods
- Parent information about bully prevention and student code of conduct requirements
- Establish a safe and confidential reporting system making clear to whom reports are made, when and where reports are made

## **Classroom Interventions**

- Guidance lessons and/or classroom meetings about bullying and peer relations
- Teacher instruction

## **Individual Interventions**

- Individual meetings with children who bully
- Individual meetings with children who are targets of bullying

# How Should Students Report?

Liberty Elementary School wants to . . .

Provide an environment that is safe for all students. When a bullying incident is reported, services will be provided to the victim and the bully. It is our every intention to create an atmosphere where you will not fear being bullied again. In order to accomplish this we want to work with everyone involved in the problem.

## How are the students to report?

- Give detailed information to an adult
- Give the name of the location and the time the incident occurred
- Give the names of the people involved in the incident

## To whom are the students to report?

- Teacher
- Staff member
- Guidance Counselor
- Parents/Guardians who in turn, should contact school
- Administration
- Bus Driver

## When and where are the students to report?

- Students should find an appropriate time to report a bullying incident to any of the above-mentioned persons. (If they wish to talk to someone other than their classroom teacher, please understand that they will be allowed to leave the classroom at an appropriate time)
- Students may submit information in written form to the envelope outside the office of the counselor. Extra forms are available near the envelope.

## The information given to us will be held with the utmost confidentiality.

Please understand that if you report an incident of bullying, you are not a tattletale. This is the belief that is felt by the administrators, teachers, bus drivers, parents, and other student. Our teachers, and counselor, have taught students the difference between situations that require reporting, and situations that would be considered tattling.

On the next page, please see a copy of the student report that can be used.

**Student Report of Bullying Behavior**  
Place in envelope outside Office of the Counselor

**Date:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Who was involved?** \_\_\_\_\_

**Who is their teacher?** \_\_\_\_\_

**Who did this happen to?** \_\_\_ me or \_\_\_ someone else

**What happened?** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please write on the back if you need more space to explain what happened.**

**Name (optional)** \_\_\_\_\_

**Teacher (optional)** \_\_\_\_\_

# **Teacher Resources**

## Teacher Tracker and Mailbox

- Each teacher will be given a “Bully Incident Teacher Tracker”
- It is very important that each and every occurrence be documented.
- Documentation for the counselor to use
- Reports from the bully mailbox will be investigated and appropriate staff will be notified

### Bully Incident Teacher Tracker

Student Name	Parent/Guardian Contacted?	Date	Description of Bully Incident/Consequences

## **Bully Incident Parent/Guardian Notice from Administration**

Date:

At Liberty, we take bullying very seriously. We wanted you to be aware that this was the \_\_\_\_ incident in which the behavior of your student was categorized as bullying. (Please refer to our Bully Prevention Guide)

Incident:

Consequence:

After three incidents, you can expect your student to have an office referral if the behavior does not cease.

Please sign, date, and return

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## **Intervene Immediately When You Witness Bullying**

You are the teacher. It is your classroom and your responsibility to intervene immediately with any bullying you witness, whether it is physical (pushing, shoving, hitting, tripping), verbal (teasing, name-calling, racist or bigoted remarks), or emotional (intimidating, ignoring, excluding). When you intervene effectively, you accomplish four important goals:

1. You put a stop to that particular bullying incident.
2. You make it clear that you will not tolerate bullying in your classroom.
3. You show that you are an adult who will do something about bullying, not just ignore it.
4. Your behavior encourages other victims and witnesses to tell you about bullying you do not witness personally.

## **Guidelines for Interviewing a Bully**

As you work to help bullies, it is as important to change their thinking as it is to change their behavior. Bullies often deny that they have done anything wrong and refuse to take responsibility for their behavior. They believe that their actions are the fault of someone else or they dismiss them as no big deal or insist that they were misinterpreted. You will need to challenge their thinking without preaching.

1. Ask them to consider this question and respond verbally or in writing:

If you think you are not bullying another person, but that person thinks you are, who is right?

Lead students to understand that bullying is in the "eye of the beholder" that the feelings and fears of the other person are real to him or her.

2. Suggest that there are three ways to look at any situation involving two people:

- . My interpretation-what I think happened and why
- . Your interpretation-what you think happened and why
- . The facts-what really happened

Sometimes it helps if there is a third person present (a bystander or witness) who is objective and can give his or her view of the facts.

3. Have students keep a daily journal of events that upset, frustrate, or anger them.

For each event, they should write a brief, factual description, followed by their own interpretation of what happened. Review and discuss their journal entries one-on-one or in small group discussions.

Encourage students to look for possible errors in their interpretations. Maybe what happened was an accident. Maybe they misinterpreted something that was not meant to upset them. Maybe they caused the problem. Start by saying:

**I hear you have been nasty to (name of the student). Tell me about it.**

The bully will probably deny anything happened. Follow up immediately with:

**Yes, but nasty things have been happening to (student's name). Tell me about it.**

Listen to what the bully tells you. Be patient; give him or her time to think, and do not worry about lengthy silences. If the student does not respond after a significant period of time has elapsed, say:

**It seems that you do not want to talk today. You had better go back to class now.**

He or she might start talking at this point. If so, just listen. Do not accuse or blame. Avoid asking questions. Try to determine if the student feels justified in his or her behavior toward the victim. The student might feel quite angry toward the victim. Work toward an understanding that the victim is having a bad time, whoever is to blame. Say with force and emphasis:

**So, it sounds like (name of the student) is having a bad time in school.**

By now, the student should assent to this approach. Move on quickly to say:

**Okay. I was wondering what you could do to help (name of the student) in this situation.**

See what solution the student can come up with. Be encouraging. If the student never offers a solution, ask:

**Would you like me to make a suggestion?**

If the student offers a solution that depends on the efforts of someone else (you or the victim), say:

**I was thinking about what you could do. What could you do?**

If the student makes an impractical suggestion, do not reject it. Instead, ask:

**So, if this happened, the bullying would stop?**

When the student proposes a practical and relevant solution, say:

**Excellent. You try that out and we will meet again and see how you have done.**

## **How to Involve Students**

In communicating with the students, the following information should continually be stressed:

Liberty Elementary School administration and staff want nothing less than to operate a school that is free of threats, violence and aggression. Physical and/or verbal harassment will never be tolerated.

We, as adults, will not tolerate working in an environment that condones harassment. We want our workplace to be safe; and you, as students, should never tolerate anything less than a safe, violence-free school.

Never feel that you have to deal with bullying alone. If you do not feel safe, you need to tell us so that we can help.

If something is bothering you, it is a good idea to let an adult know what is going on.

Tell us if you are worried about a friend or someone in your class. Do not worry or feel bad about asking for help from an adult.

We want to hear from you because your suggestions are valuable. You are in a better position to know this school and what goes on in it than we are.

You hold a key to the success of the program.

## **Creating a Positive Classroom**

Have a class discussion about bullying. You might use the questions that follow but first tell students not to name names or point fingers. This should be a general discussion, not a time for blaming or accusing.

1. Who can tell me what bullying is really?
2. What happens to people who are bullied? How do you think they feel?
3. How do you think bullies feel?
4. What happens to people who are around bullies and victims? What is it like to see someone get bullied? How does that make you feel?
5. Is there anyone who thinks bullying is a problem in our school? What makes you think that way?
6. Is there anyone who thinks bullying is a problem in our classroom? What makes you think that way?
7. Who would like to have a bully free classroom?
8. What would it take to make our classroom bully free? Who has ideas for doing making this happen?

Write students ideas on the board. Then have them vote for the top five. Try their ideas for a week or two. Let students assess their own progress toward making your classroom bully free.

## **Establishing Class Rules**

Establish and enforce class rules about bullying and behavior. Rules clearly communicate a zero tolerance for bullying and an expectation of positive behavior. They also meet students physical and psychological needs for safety as it is difficult to learn when you are intimidated, threatened, and scared, or when you are a witness to intimidating, threatening, and scary behavior.

For rules to be effective, they should be:

- . created with student input
- . short and simple
- . easy to understand
- . specific
- . agreed upon and accepted by everyone
- . enforceable
- . enforced consistently and fairly
- . communicated to and supported by parents/guardians, other teachers, and staff
- . reviewed periodically and updated
- . when needed

When students set their own rules, instead of being told to follow rules imposed by adults, they learn to manage their own behaviors. Work together to come up with a list of rules, depending on the age of your students, you might limit the total number to five or ten (the fewer the better).

Examples:

1. Bullying is not allowed in our classroom.
2. We do not tease, call names, or put people down.
3. We do not hit, shove, kick, or punch.
4. If we see someone being bullied, we speak up and stop it, if we can, or go for help right away.
5. When we do things as a group, we make sure that everyone is included and no one is left out.
6. We make new students feel welcome.
7. We listen to the opinions of others respectfully.
8. We treat each other with kindness and respect.
9. We respect the property of others and of the school.
10. We look for the good in others and value differences.

You might write the rules on a poster headed "Our Class Rules" and have everyone sign their names.

What will be the consequences of breaking the rules, and how can you enforce them? Work with your class to determine fair and reasonable consequences.

Post the rules in your classroom where everyone can see them. For a time, you might start each day by reading the rules aloud or having a student read them. Once you feel confident that your students know the rules and you have seen evidence that they are following them you can read them weekly. Every month or so, review the rules with your class to see if any changes are needed. Do not hesitate to revise the rules and know that the rules are not written in stone and there is always room for improvement.

Distribute copies of the handout "Our Classroom Is a Place Where. . ." and discuss each statement. If students agree with the statements, they can sign and date their handouts. Post them around the room to show that your classroom is a place where people accept each other.

Send copies of the handout home so students can share them with their families.

When it is time to take down the handouts display, make a poster-sized copy of the original handout, hang it on a wall in your classroom, and leave it there. Refer to it often throughout the year. Discuss it with your students, with parents/guardians and caregivers at conferences and with visitors to your classroom.

## Anti-Bullying Campaign

One way to help bullies change their behavior is to make it clear that bullying will not be tolerated in your classroom. When you and the majority of your students present a united front against bullying, bullies find it harder to behave in ways that are obviously unwanted, undesirable and unpopular.

Have your students work in small groups to create posters, banners, jingles, skits, raps, songs, etc. around one or more anti-bullying themes.

Examples:

<b>Bullying is not cool.</b>	<b>Kindness is cool.</b>
<b>Tolerance is cool.</b>	<b>We stand up for ourselves and for each other.</b>
<b>In our classroom, no one is an outsider.</b>	<b>In our classroom, everyone is welcome.</b>
<b>We treat others the way we want to be treated.</b>	<b>Spreading rumors is not cool.</b>
<b>Gossip is not cool.</b>	<b>Name-calling is not cool.</b>
<b>New students are welcome here.</b>	<b>No one ever deserves to be bullied.</b>
<b>Everyone is unique.</b>	<b>Hurray for differences!</b>
<b>No teasing allowed.</b>	<b>If we see someone being bullied, we are telling!</b>
<b>Telling is not tattling.</b>	<b>Bullying? No way! There is always a better way.</b>

Or have students brainstorm anti-bullying themes, then choose one they would like to work on.

Have groups of students research successful advertising campaigns, and then try to determine what made them successful. Did the campaigns have catchy slogans? Appealing graphics? Popular spokespersons? Songs or jingles that were easy to remember? Ask students to create anti-bullying campaigns based on what they learned from their research. You might even have a school wide competition, with the winning campaign adopted by the whole school. Keep your local media (newspapers, magazines, radio stations, television stations) informed about the competition and the winner. Winning entries may be performed at the PTA meeting.

# **Classroom Creed**

(Create as a group with student input)

## **OUR CLASSROOM IS A PLACE WHERE. . .**

**We do not all have to be the same.**

**We do not all have to think the same.**

**WE DO NOT ALL HAVE TO ACT THE SAME.**

**We do not all have to talk the same**

**We do not all have to believe the same things.**

**We like it that people are different.**

**We know that our differences make us interesting and UNIQUE.**

**We honor different ways of being, acting, and believing-even when we do not agree with them.**

**We do our best to solve problems peacefully.**

**We speak up if we see others being treated unfairly.**

**We treat each other the way we would like to be treated.**

**We treat each other with respect.**



# No Bullying Pledge

I promise to be kind and treat others with respect

I promise to report any bullying that I detect

I promise not to fight, tease, or intimidate

I promise to help others feel welcomed and safe

I promise to stand up for those who are picked on

I promise not to be the problem but the solution

I promise to have the courage to stop bullying in school

I promise to be a leader and to abide by the rules

The students recite could this pledge after the pledges to the flags and to recite it when they are accused of being a bully. They can determine which promise they broke.

# **Counselor Resources**

## **What Do You Know About Bullying?**

- 1. Bullying is just teasing. TRUE / FALSE**
  
- 2. Some people deserve to be bullied. TRUE / FALSE**
  
- 3. Only boys are bullies. TRUE / FALSE**
  
- 4. People who complain about bullies are babies. TRUE / FALSE**
  
- 5. Bullying is a normal part of growing up. TRUE / FALSE**
  
- 6. Bullies will go away if you ignore them. TRUE / FALSE**
  
- 7. All bullies have low self-esteem which is why they pick on other people. TRUE / FALSE**
  
- 8. It is tattling to tell an adult when you're being bullied. TRUE / FALSE**
  
- 9. The best way to deal with a bully is by fighting or trying to get even. TRUE / FALSE**
  
- 10. People who are bullied might hurt for a while, but they will get over it. TRUE / FALSE**

# What Do You Know About Bullying?

## Answers

**1. Bullying is just teasing.**

**FALSE**

Bullying is much more than teasing. While many bullies tease, others use violence, intimidation, and other tactics. Sometimes teasing can be fun; bullying always hurts.

**2. Some people deserve to be bullied.**

**FALSE**

No one ever deserves to be bullied. No one asks for it. Most bullies tease people who are different in some way. Being different is not a reason to be bullied.

**3. Only boys are bullies.**

**FALSE**

It seems that most bullies are boys but girls can be bullies too.

**4. People who complain about bullies are babies.**

**FALSE**

People who complain about bullies are standing up for their right not to be bullied. They are more grown-up than the bullies are.

**5. Bullying is a normal part of growing up.**

**FALSE**

Getting teased, picked on, pushed around, threatened, harassed, insulted, hurt, and abused is not normal. Plus if you think it is normal, you are less likely to say or do anything about it, which gives bullies the green light to keep bullying.

**6. Bullies will go away if you ignore them.**

**TRUE and FALSE**

Some bullies might go away. But others will get angry and keep bullying until they get a reaction. That's what they want.

**7. All bullies have low self-esteem which is why they pick on other people.**

**FALSE**

Some bullies have high self-esteem. They feel good about themselves and picking on other people makes them feel even better. Most of the time bullying is not about high or low self-esteem, it is about having power over other people.

**8. It is tattling to tell an adult when you are being bullied.**

**FALSE**

It is smart to tell an adult who can help you do something about the bullying. It is also smart to tell an adult if you see someone else being bullied.

**9. The best way to deal with a bully is by fighting or trying to get even.**

**FALSE**

If you fight with a bully, you might get hurt and hurt someone else. You might get into trouble for fighting. If you try to get even, you are acting the same as the bully and the bully might come after you again to get even with you. Either way only makes things worse.

**10. People who are bullied might hurt for a while, but they will get over it.**

**FALSE**

Bullying hurts for a long time. Some kids have dropped out of school because of bullying. Some became so sad, desperate, afraid, and hopeless that they committed suicide. Many adults can remember times when they were bullied as children. People do not get over being bullied.

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## What Do Bullies Do?

Your students, whether victims or bullies, probably know the answer(s) to this question. Ask them and list their responses on the board. Your list might include several (or all) of the following. If your students focus mostly on physical bullying (hitting, kicking, etc.), introduce some of the other behaviors listed here (act rude, embarrass people, ignore people, etc.). Students need to understand that bullying encompasses a broad spectrum of behaviors, none of which are "normal" or acceptable.

●act like they rule the world	●make people feel uncomfortable. name-call
●act mean	●make people feel uncomfortable. name-call
●act rude	●pick on or attack people because of their race, religion, gender, family background, culture, etc.
●attack people	●pick on or attack people because they are different in some way
●boss people around	●push
●brag about being tough	●put people down
●break the items of others	●refuse to talk to people
●carry weapons	●reject people
●cheat	●say nasty things about people
●damage the items of others	●say sarcastic things to people
●embarrass people	●say nasty things about people
●force people to hand over their money	●say sarcastic things to people
●force people to hand over their possessions	●make people feel invisible
●frighten people	●leave people out
●gossip	●lie
●harass people	●make people do things they do not want to do
●haze people	●scare people
●hit	●scream
●humiliate people	●shove
●hurt others feelings	●spread rumors
●ignore people	●steal
●insult people	●swear
●intimidate people	●take the items of others
●kick	●taunt
●laugh at people	●tease
●make fun of people	●tell mean jokes
●make obscene gestures	●threaten
●make racist or sexist comments	●touch people in rude or abusive ways
●make people feel helpless	●use physical violence
	●use verbal taunts
	●write nasty things about people
	●yell

Turn the list into a class pledge. Provide an extra-large piece of poster board or butcher paper, markers, magazines for cutting out pictures, tape, glue, scissors, etc. Write across the top in big letters: "As a class, we pledge NOT to. . . ." Then let students add words, phrases, illustrations, pictures, etc. to create a colorful poster for your classroom wall or the hall outside your classroom. They can all sign their names across the bottom.

Distribute copies of the handout "Bullying Stories". Inform your students that they will use the handouts to write about their own experiences with bullying as someone who was bullied, as someone who bullied another person, as someone who witnessed a bullying incident and did nothing about it, and as someone who witnessed a bullying incident and either got help or tried to stop it.

Call attention to the "No Names Rule" at the top of the handout. If some students do not understand how they can tell their stories without using names, give examples. ("Someone called me a bad name." "I knocked books off his or her desk on purpose." "I saw one person trip another, but I did not say anything." "I told someone to stop pushing my friend.")

Divide the class into small groups of no more than five students. Important: If you are aware that one student in your classroom has been bullying another, make sure those two students are not in the same group.

Allow quiet time for students to write their stories. Then allow time for them to share their stories within their groups. Reconvene the class and ask a spokesperson from each group to briefly summarize the stories.

Have a class discussion about the stories. You might ask questions like these:

Did we hear stories about people getting bullied? How did those stories make you feel?

Did we hear stories about people bullying others? How did those stories make you feel?

If you saw or heard someone being bullied, what would you do?

Did we hear good ways to stop bullying or get help?

Are there any ideas you might try if you see someone being bullied in the future?

You might end by saying, "To all of you who saw or heard bullying and did something about it congratulations! You are Bully Busters!"

## Bullying Stories

Name \_\_\_\_\_ (Optional)

Use the spaces below to write about experiences from your life.

**NO NAMES RULE: Do not use real names.**

Describe a time when the words or behavior of others have hurt you.	Describe a time when you said or did something to hurt another person
Describe a time when you saw/heard bullying but did not do anything about it.	Describe a time when you saw/heard bullying and either helped or tried to stop it.



# The Bully Survey

Directions: Answer all the questions. Think about each question carefully. For questions 1 through 17 put a check (✓) in the box that best describes you. Do not put your name on this survey.

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

1. What is your ethnic group? (Optional)

Asian     Black     Hispanic     Native American Indian     White

2. Are you a girl or a boy?     Boy                       Girl

3. This is how I feel being at my school:

- 1. Very sad and unhappy
- 2. Sometimes sad and unhappy
- 3. So-so
- 4. Sometimes happy and good
- 5. Very happy and good

4. The teachers and other adults at my school are:

- 1. Never helpful
- 2. Hardly ever helpful
- 3. So-so
- 4. Sometimes helpful
- 5. Very helpful

This is how safe I feel in each of these places. . .		Very scared and unsafe	Kind of unsafe	So-so	Kind of safe	Very safe
5.	In my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	On the playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	In the cafeteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Going to and from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How often do other students hit, kick, or push you?

- Every day
- Once or twice per week
- Once or twice per month
- Once or twice per year
- Never

10. How often do other students say mean things to you?

- Every day
- Once or twice per week
- Once or twice per month
- Once or twice per year
- Never

11. Who has bullied you, said mean things to you, teased you, called you names, or tried to hurt you at school?

- Both boy(s) and girl(s)
- Several boys
- A boy
- Several girls
- A girl
- Nobody

12. In what grade is the student or students who bully you?

- I have not been bullied
- In my class
- In the same grade as me, but in a different class
- In a lower grade
- In a higher grade

13. If you have been bullied this year, who have you told?

- I have not been bullied
- My mother or father
- My sister or brother
- A teacher or other adult at school
- Another kid at school
- Nobody

14. If you have been bullied this year, who has tried to help you?

- I have not been bullied
- My mother or father
- My sister or brother
- A teacher or other adult at school
- Another kid at school
- Nobody

15. How often do you hit, kick, or push other students?

- Every day
- Once or twice per week
- Once or twice per month
- Once or twice per year
- Never

16. How often do you say mean things, tease, or call other students names?

- Every day
- Once or twice per week
- Once or twice per month
- Once or twice per year
- Never

17. How often do you spend recess alone because nobody wants to play with you?

- Every day
- Once or twice per week
- Once or twice per month
- Once or twice per year
- Never

18. List three students in your grade who you most like to do things with:

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19. List three students in your grade who you do not like to spend time with:

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20. List three students in your grade who you think need a friend:

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## **How to Deal with Unkind Behavior**

- 1. Agree “Maybe so”**
- 2. Shrug your shoulders**
- 3. Respond as a friend**
- 4. Change the subject**
- 5. Act confident**
- 6. Look confident**
- 7. Say “Stop it!”**
- 8. Be observant**
- 9. Say “Whatever!”**
- 10. Tell an adult**
- 11. Use “I” messages**
- 12. Avoid bullies**
- 13. Walk away**
- 14. Be assertive**
- 15. Travel in a group**
- 16. Stay calm**
- 17. Join a group**
- 18. Keep a safe distance**
- 19. If you are in danger run for help**
- 20. Say, “What you are doing is \_\_\_\_\_!”**
- 21. Say, “Leave me alone!”**
- 22. Tell a friend**
- 23. Use humor**

## 20 Things to Do Instead of Hitting Someone Back

When someone hurts you, it is normal to feel angry. You might even want to get back at the person by hurting him or her. But you can choose not to do that. You can do one (or more) of these things instead.

1. STOP and THINK. Do not do anything right away. Consider your options. Think about what might happen if you try to hurt the other person.
2. Know that what you do is up to you. You can decide. You are in charge of your actions.
3. Tell yourself, "It is okay to feel angry. It is not okay to hurt someone else, even if that person hurt me first."
4. Tell the person, "Stop that! I do not like that!"
5. Keep your hands to yourself. Make fists and put them in your pockets.
6. Keep your feet to yourself. Jump or dance or stomp.
7. Walk away or run away.
8. Tell the person how you feel. Use an "I message." Example: "I feel angry when you hit me because it hurts. I want you to stop hitting me."
9. Take a deep breath then blow it out. Blow your angry feelings out of your body.
10. Find an adult. Tell the adult what happened and how you feel.
11. Count slowly from 1 to 10. Count backwards from 10 to 1. Keep counting until you feel your anger getting smaller.
12. Think cool thoughts. Imagine that you are sitting on an iceberg. Cool down your hot, angry feelings.
13. Think happy thoughts. Think of something you like to do. Imagine yourself doing it.

14. Treat the other person with kindness and respect. It will not be easy but give it a try. This will totally surprise the other person, and it might end the conflict between you.
15. Draw an angry picture.
16. Sing an angry song. Or sing any song extra loud.
17. Remember that getting back at someone never makes conflict better. It only makes it worse.
18. Take a time-out. Go somewhere until you feel better.
19. Find another person to be with until you calm down.
20. Know that you can do it. You can choose not to hurt someone else. It is up to you.

Adapted from *A Leader's Guide to We Can Get Along*, copyright © 1997 by Lauren Murphy Payne, Claudia Rohling, and Pamela Espeland, Free Spirit Publishing Inc., for *The Bully Free Classroom™* by Allan L. Beane, Ph.D., copyright © 2005. Free Spirit Publishing Inc., Minneapolis, MN; 866/703-7322; [www.freespirit.com](http://www.freespirit.com). This page may be photocopied for individual, classroom, and small group work only.

## Ha Ha So Strategy for Victims

To teach the students strategies that they can use when they are being victimized by a bully "HA HA SO" Read a story from the library or show a video that addresses a bully-victim situation. Be sure to select one that is appropriate to the age group of the children. Teach and Model for the Students the HA HA SO Strategies

### HA HA SO:

**H** – Help

**A** - Assert Yourself

**H** - Humor

**A** - Avoid

**S** - Self-Talk

**O** - Own It

**Help**-Teach the students when and how to seek help from peers and/or an adult.

This strategy is best used in situations where help is available and willing, like at a bully-proofed school. A victim can use this strategy during a bullying situation by calling to some other students, for example, "Could you help me ask Teddy to stop taking my books away from me?" or by running to an adult, describing what is happening, and saying, "I need help." A victim can also use this strategy when anticipating a bullying situation by asking several other students to stay close. For example, "Susan and her friends have been bullying me at recess. Could you play with me today and help me figure out what to do if they come at me again or by informing the teacher and asking for a watchful eye?"

**Assert Yourself**-Teach the students when it would be wise to use assertiveness and when it would not.

This strategy is usually the best strategy for a victim to start with first. But it should not be used with severe bullying or when the victim is very scared. To use this strategy, the victim looks the bully in the eye and says, for example, "I do not like how you are gossiping about me and trying to make me have no friends. It is mean and unfair. Stop doing it."



**Humor**-Teach the students how to use humor to deescalate a situation.

This strategy is fun for students and can be used in conjunction with the Help strategy by asking other students to help dream up humorous ways to deal with a certain bullying situation. Several of the books listed in the Resource Guide illustrate humor as a strategy for dealing with the bully (e.g., in *Loudmouth George and the Sixth Grade Bully*, the victim, with the help of his friend, makes a horrific lunch with pickles in the sandwich and Tabasco sauce in the thermos for a bully who was stealing his lunch). This strategy could also be used by the victim by writing a funny note or poem to the bully.

**Avoid**-Teach the students how to walk away in order to avoid a bullying situation.

This strategy may be best for situations when the victim is alone. One way for the victim to use the Avoid strategy is to avoid a bully physically. The victim can cross the street or can avoid the situation(s) where the bullying is occurring. The victim can also avoid a bully by being with others rather than alone, perhaps by asking to walk home from school with other students. Another way for the victim to use the Avoid strategy is to analyze the situation and to stop doing anything that might be provoking the bully. If the bullying is happening when the class lines up and both the victim and the bully want to be at the front of the line, the victim can choose to be at the end of the line instead to avoid a bullying situation.

**Self-Talk**-Teach the students how to use their self-talk to maintain positive self-esteem during a bullying situation.

Remind the students that in session one they learned how victims self-esteem drops when they are being bullied. The Self-Talk strategy is used to keep feeling good about oneself. The strategy involves a mindset that says nice things to oneself like: "I am a good kid. I try my best at school and I am nice to other kids. When Jason calls me dumb, it is not my fault. It is his problem that he is being mean. It is unfair. I do not have to accept his opinion of me. I can have my own opinion about me and like myself."

**Own It**-Teach the students how to own the put-down or belittling comment in order to defuse it.

This strategy can be combined with the Humor strategy with responses like, "I agree that this is an ugly dress; my mother made me wear it." It can also be combined with the Assert Yourself strategy with responses like, "I do have slanted eyes and that is because I am Korean. Korea is a really cool country. Do you want to hear some things about it?"

Explain to the students that the first strategy that they try with a bully may not work. In that case, they will have to try another. That is why you are giving them six strategies and an easy way to remember them HA HA SO so that they will have lots of things to try. After they know the six strategies really well, they will be able to quickly figure out which strategy to try first, second, etc. in each unique bullying situation.

As an indication of their understanding of these strategies, ask the class to identify the strategy or strategies used by the victim character in the story or video you presented to the class at the beginning of this session. If none of the HA HA SO strategies were used, ask the students to identify a strategy or strategy that the victim character should have used.

To reinforce the memorization of the HA HA SO mnemonic, you may wish to have the students repeat the strategies in some way, such as singing HA HA SO to a familiar tune, calling out the strategies as you yell the HA HA SO cheer (i.e., "Give me an H!" "Help!" "Give me an A!" "Assert Yourself", etc.) or by any other means you can think of that would be fun and memorable for the students.

Hang the poster up in the classroom with the other bullying posters to remind the students about the strategies they can use when they are being bullied.

## Four Steps to an “I” Message

- Always start with “I” not “You”.

Using “I” puts the focus on your feelings, wants, and needs. Saying “You” puts the other person on the defensive.

- Clearly and simply say HOW you feel.

“I feel \_\_\_\_\_”

Example: “I feel angry.”

“I am \_\_\_\_\_”

Example: “I am upset.”

- Clearly and simply say what you DO NOT LIKE.

“I do not like it when you \_\_\_\_\_” Example: “I do not like it when you call me names.”

- Clearly and simply say WHAT YOU WANT.

“I want you to stop calling me names.” “I want you to stop tripping me.”

- Clearly and simply say WHAT WILL HAPPEN if you cannot work it out.

“I want you to stop calling me names and if you do not stop I will tell an adult.”

# **Behavior Outlines and Consequences**

## Principles for Fair Consequences

When faced with a bully and frustrated or angered by his or her behavior, it is easy for adults to lose their cool.

Shouting, spanking, and threats are not uncommon.

Severe punishment may suppress the current behavior, but it does not teach alternative behaviors, including positive ways to act. Here are eight more reasons why bullying the bully is always a bad idea:

1. Adults who respond with violence, force, or intimidation are modeling and reinforcing the same behaviors they are trying to change. Children imitate what they see adults do.
2. Severe punishment reinforces the power imbalance and shows kids that bullying is acceptable.
3. Severe punishment may stop one behavior temporarily but stimulate other aggressive behaviors.
4. The child may stop the punished behavior only when adults are around and increase it in other settings.
5. The child may strike back at the adult who is doing the punishing or strike out at someone else because of displaced anger.
6. Angry children who do not fear authority may become even angrier and focus on getting revenge.
7. Frequent punishment may cause some children to withdraw, regress, and give up. Others may feel a strong sense of shame and low self-esteem.
8. Severe punishment is a short-term solution that may cause more problems down the road. ("If adults can hit, why can I not? Maybe I just have to wait until I am bigger.")

If you feel that you sometimes overreact and would like to learn ways to control your emotions, check with your school psychologist or counselor. Or visit your local library or bookstore and look for books on managing stress and handling challenging kids. Ask other teachers what they do when they feel like they are about to blow up. Meanwhile:

- . Remember that you are the adult and then behave like one.
- . Tell yourself that you will stay calm no matter what.
- . Learn and practice simple relaxation techniques you can use when students push you to the edge of your patience.

Make an agreement with another teacher whose classroom is near yours. Whenever one of you reaches the end of your rope, you can ask the other to take over your class for a few minutes while you go to a quiet place and regain control of your emotions. Or you can send a student who is driving you crazy to the room of the other teacher for a short period of time.

What if a bully threatens you? Try not to look angry, upset, or afraid.

Do not grab the student.

Do not raise your voice.

Do not set up a power struggle.

Do not verbally attack the student and back him or her into a corner by demanding immediate compliance.

Instead, remain calm, confident, assertive, and under control. Keep your body language and facial expression neutral. Speak clearly in your normal tone of voice as you move closer to the student, state your expectations, and give the student a choice to stop the behavior and accept the consequences or continue the behavior and bring on worse consequences. If the student wants to argue, simply restate the choice.

Tip: If you feel that you might be in real danger, get reinforcements—another teacher, an administrator, the school security officer, or local law enforcement.

Familiarize yourself with school or district consequences in place for bullying behaviors. Communicate them to students and parents/guardians so everyone knows what they are in advance.

You might summarize the consequences simply and clearly on a poster for your classroom.

Consequences are essential because they tell you exactly how to follow through when a student behaves inappropriately. You know which behaviors are grounds for a reprimand, timeout, in-school detention, dismissal, suspension, and expulsion.

Make sure consequences are:

- . practical (doable where you are and with the resources available to you)
- . logical (they make sense and are related to specific bullying behaviors)
- . reasonable and fair (excessively punitive consequences bully the bully)
- . inevitable (if a student does A, then B happens, no exceptions)
- . predictable (everyone in the school community knows that A leads to B)
- . immediate (consequences are applied at the earliest possible opportunity)
- . escalating (continuing the behavior leads to more serious consequences)
- . consistently enforced (if two students do A, then B happens for both)
- . developmentally appropriate and age appropriate (the consequences for name-calling in first grade will be different from the consequences for name-calling in fifth grade)

Discipline practices should emphasize restitution and positive practice rather than expulsion, paddlings, and humiliation. When students are caught bullying they should apologize, demonstrate the correct behavior, and then have to spend a specified period of time helping younger, less able students. . . . Although it is very difficult to justify, bullies should not be removed from the school setting unless absolutely necessary.

## **Ideas for Consequences**

- . Missing recess and instead helping in the main office
- . Staying after school to perform a helpful act
- . Having to call parents/guardians to explain the behavior and have a caring act"set as a consequence
- . Clean up trash on the playground or in the cafeteria.
- . Writing a report about an altruistic leader (e.g., Ghandi, Martin Luther King, Mother Theresa)
- . Having lunch with or doing something nice for the student one bullied (this requires adult supervision and victim willingness)
- . Role playing the victim of the same behavior with the teacher
- . Meeting with the counselor or school psychologist to discuss the behavior and to process thinking errors
- . Observing playground time and recording in a journal observed acts of kindness.

## Appropriate Use of Time-Outs

The time-out is a time honored way to modify the behavior of a student or at least put a stop to inappropriate behavior and give tempers a chance to cool.

Inform students when time-outs will be used and describe the specific behaviors that will lead to a time-out. Establish a time-out place in your classroom, a special area away from the group where students can be seen and supervised. In contrast to the rest of your classroom, try to keep the time-out place relatively dull and boring - no fun posters, no books or toys.

As you use time-outs with your students, keep these general guidelines in mind:

- . A time-out is not a detention, rather, it is time spent away from the group and its activities, social feedback, and rewards.
- . A time-out is not a punishment, it is an opportunity for a student to calm down and ponder his or her behavior.
- . A time-out is brief. A few minutes is usually sufficient, longer for more serious or disruptive behaviors, but no more than 10-15 minutes.
- . A time-out is not to be used for class work or homework. Nor should it be used by the student as an opportunity to get out of an assignment or class work he or she does not want to do.
- . A time-out is not a battleground. Do not argue with the student. Do not engage in any kind of conversation with the student. Simply say, "You (broke a particular class rule, or violated a guideline), and that is a time-out. Please go to the time-out place right now."
- . What if a student refuses to go to the timeout place? Try adding one or two minutes to the time-out for each minute the student delays going. Or you might say, "For every minute you put off going to timeout, that is five minutes you will have to stay in from recess."
- . When a time-out is over, it is over. The student returns to the group without criticism, comments, or conditions.

Tip: Consider giving students the option to put themselves on a time-out when they feel they are about to behave inappropriately. This empowers students to make good choices on their own behalf and teaches them to remove themselves from a potentially volatile situation.



## No Bullying Contract

Student Name \_\_\_\_\_

Date and Type of Bullying \_\_\_\_\_

You are being placed on a “no bullying” contract for two weeks. You must abide by all school no bullying rules. Each day, your teacher will sign this contract and state whether you followed the rules by writing an “S” for satisfactory or a “U” for unsatisfactory. You will be removed from the contract when you have shown two weeks of satisfactory “no bullying” behavior. Your parent/guardian must sign this contract each night.

Day	Date	Bullying Behavior Write “S” or “U”. Identify infraction if student earns a “U”	Teacher Initials	Parent/Guardian Signature
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

## Bully Prevention Guidelines

	<b>Behaviors</b>	<b>Possible Consequences</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>●Teasing</li> <li>●Name calling</li> <li>●Gossiping</li> <li>●Spreading or starting rumors</li> <li>●Purposely embarrassing or humiliating another student</li> <li>●Expressing physical superiority</li> <li>●Blaming the victim for starting the conflict</li> <li>●Making threatening gestures</li> <li>●Defacing property</li> <li>●Taking small items from others</li> <li>●Teasing about possessions, clothes, physical appearance</li> <li>●Giving threatening looks</li> <li>●Holding nose or other insulting gestures</li> </ul> <p>***All have occurred three or less times**</p>	<ul style="list-style-type: none"> <li>●Bully Incident Parent Notice sent home</li> <li>●Recorded on Bully Incident Teacher Tracker</li> <li>●Handled by classroom teacher</li> <li>●No office visit necessary</li> <li>●Discussion with student about bullying behaviors</li> <li>●Homeroom teacher contacted</li> <li>●Parent/guardian contacted by student or teacher</li> <li>●Verbal reprimand</li> <li>●Apology (verbal or written)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>●All Level 1 Infractions that have occurred more than three times</li> <li>●Verbally threatening physical harm</li> <li>●Pushing</li> <li>●Shoving</li> <li>●Tripping or causing a fall</li> <li>●Insulting family</li> <li>●Name-calling with profanity</li> <li>●Purposeful exclusion</li> <li>●Slander</li> <li>●Verbal cruelty</li> </ul> <p>***All have occurred one time***</p>	<ul style="list-style-type: none"> <li>●Bully Incident Parent Notice sent home</li> <li>●Recorded on Bully Incident Teacher Tracker</li> <li>●Office visit may be necessary</li> <li>●Discussion with child about bullying behaviors</li> <li>●Homeroom teacher contacted</li> <li>●Parent/guardian must be contacted by student or teacher</li> <li>●Verbal reprimand</li> <li>●Apology (verbal or written)</li> <li>●Referral to Counselor</li> <li>●No bullying contract</li> <li>●Time-out</li> <li>●Detention</li> <li>●Loss of privileges</li> </ul>

<b>Level 3</b>	<ul style="list-style-type: none"> <li>● Any level 2 infractions that have occurred more than once</li> <li>● Sexual harassment (verbal or teasing in nature)</li> <li>● Racial, weight, disability, sexual orientation, or religious slurs or insults</li> <li>● Defacing school work or other personal property such as clothing, books, desk, or locker</li> <li>● Ostracizing using notes</li> <li>● Posting slander in public places, such as bathroom</li> <li>● Playing mean tricks to embarrass someone</li> <li>● Verbal threats</li> <li>● Battery, physical fighting</li> <li>● Extortion (Stealing, taking lunch money)</li> </ul>	<ul style="list-style-type: none"> <li>● Office visit mandatory</li> <li>● Bully Incident Parent Notice sent home</li> <li>● Recorded on Bully Incident Teacher Tracker</li> <li>● Parent/guardian must be contacted by student or teacher</li> <li>● Discussion with student about bullying behaviors</li> <li>● Homeroom teacher contacted</li> <li>● Verbal reprimand</li> <li>● Apology (Verbal or written)</li> <li>● Referral to Counselor</li> <li>● No bullying contract</li> <li>● Time-out</li> <li>● Detention</li> <li>● Loss of privileges</li> <li>● School Community Service Hours</li> <li>● In School Suspension</li> <li>● Out of School Suspension</li> <li>● Restitution for Damages</li> <li>● Consequences as outlined in accordance with the LISD Student Code of Conduct</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>● Any Level 3 behaviors that have occurred more than once</li> <li>● Making repeated threats (Harrassing)</li> <li>● Threatening someone to keep silent</li> <li>● Enforcing group exclusion by threatening others if they don't comply</li> <li>● Arranging public humiliation</li> <li>● Sexual harassment (verbal with intent to emotionally harm)</li> <li>● Physical assault and battery</li> </ul>	<ul style="list-style-type: none"> <li>● Office visit mandatory</li> <li>● Parent/guardian contacted by administrator</li> <li>● Recorded on Bully Incident Teacher Tracker</li> <li>● Detention</li> <li>● Loss of privileges</li> <li>● School Community Service Hours</li> <li>● In School Suspension</li> <li>● Out of School Suspension</li> <li>● Restitution for Damages</li> <li>● Referral to outside agency</li> <li>● School suspension or action appropriate to the past disciplinary history of the student in accordance with LISD Student Code of Conduct</li> </ul>

## OFFICE REFERRAL FOR BULLYING BEHAVIOR

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

DATE OF INCIDENT: \_\_\_\_\_ TIME: \_\_\_\_\_

REFERRED BY: \_\_\_\_\_

LOCATION OF INFRACTION: \_\_\_\_\_

<b>Offense(s) pertaining to this referral:</b> (Check all that apply)	
<input type="checkbox"/> Teasing	<input type="checkbox"/> Verbal Cruelty
<input type="checkbox"/> Name Calling	<input type="checkbox"/> Sexual Harassment
<input type="checkbox"/> Gossiping/Rumor Starting or Spreading	<input type="checkbox"/> Racial/Religious/Weight Insults
<input type="checkbox"/> Purposely Embarrassing or Humiliating	<input type="checkbox"/> Battery/Physical Fighting
<input type="checkbox"/> Pushing/Tripping	<input type="checkbox"/> Extortion
<input type="checkbox"/> Purposeful Exclusion	<input type="checkbox"/> Destruction of Property
<input type="checkbox"/> Slander	<input type="checkbox"/> Other (Please explain below)
Details _____	
_____	

<b>Previous interventions used:</b> (Check all that apply)		
<input type="checkbox"/> Removal of privileges	<input type="checkbox"/> Referral to counselor	<input type="checkbox"/> Sent to main office
<input type="checkbox"/> Verbal reprimand	<input type="checkbox"/> Detention	<input type="checkbox"/> In-school suspension
<input type="checkbox"/> Conference with student	<input type="checkbox"/> Community Service	<input type="checkbox"/> Out-school suspension
<input type="checkbox"/> Phone call to parent/guardian	<input type="checkbox"/> No contact contract	
<input type="checkbox"/> Conference parent/guardian	<input type="checkbox"/> No bullying contract	
<input type="checkbox"/> Other (Please explain): _____		
_____		
_____		

**BELOW IS FOR ADMINISTRATIVE USE ONLY**

<b>Action(s) taken for referral:</b> (Check all that apply)		
<input type="checkbox"/> Administrative counseling	<input type="checkbox"/> No bullying contract	<input type="checkbox"/> Parent conference
<input type="checkbox"/> In-school suspension	<input type="checkbox"/> No contact contract	<input type="checkbox"/> Payment for damages
<input type="checkbox"/> Out-school suspension	<input type="checkbox"/> Guidance referral	<input type="checkbox"/> DAEP
<input type="checkbox"/> Detention	<input type="checkbox"/> Suspension from school	<input type="checkbox"/> Law enforcement contact
<input type="checkbox"/> Work Detail	<input type="checkbox"/> Parent/guardian phone call	<input type="checkbox"/> Other
Details of Consequence(s) Used: _____		
_____		
_____		

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Liberty Elementary School

## Negative Interaction Procedures

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Upon notification by student or parent/guardian of negative interactions between individuals in the school, the following steps will be followed.

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### **Immediate action:**

- Face-to-face meeting with parent/guardian and student making the accusation; meeting will be conducted by an administrator.
- The student will complete a Negative Interaction Report.
- Teachers of the student will be notified about the accusation and individuals involved in order to heighten awareness and supervision of the specific students.

### **Investigation steps:**

- Review report.
- Determine which individuals will need to be questioned about the incident.
- Question students individually; acquire written statements from those offering information related to the incident.
- Contact parents/guardians of all students involved in the incident.

### **Follow-up actions:**

- Parent/Guardian and student conference with accuser and administrator.
- Parent/Guardian and student conference with accused and administrator.
- Teachers of the student will be notified about the accusation and individuals involved in order to heighten awareness and supervision of the specific students.
- Assign consequences based on discipline management system in the school.
- Send detailed report Tommy Ellington in the Student Services Office.
- Refer accused and accuser to appropriate counselor.

<http://www.legis.state.tx.us/tlodocs/82R/billtext/html/HB01942F.htm>

## No Contact Contract

Liberty Elementary School is dedicated to your educational needs. No student should keep teachers from teaching or another student from learning. It is extremely important to maintain the safety and security of all students.

I, \_\_\_\_\_, agree not to have any negative confrontations or physical contact with \_\_\_\_\_ for the remainder of the school year.

I realize the importance of resolving issues in a friendly manner. I will also encourage my friends not to become involved. I understand that violation of this contract will lead to further disciplinary action.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Administrator Signature

**Bullying Prevention  
Non-Interaction Agreement**

To: \_\_\_\_\_

From: \_\_\_\_\_

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

Subject: Warning of Consequences for Inappropriate Interactions

---

\_\_\_\_\_ is not to confront, talk to, or to have  
any inappropriate interaction with \_\_\_\_\_.

Any action by others on your behalf, or on your direction, will be considered a violation of this agreement.

If such actions occur, the school district reserves the right to take appropriate disciplinary action in accordance with our Student Code of Conduct, consult the police, and/or make a recommendation for placement at the Disciplinary Alternative Education Program, the Lewisville Learning Center.

\_\_\_\_\_  
Student Signature                                                  Date

\_\_\_\_\_  
Administrator Signature                                                  Date

Parent/Guardian Contact: \_\_\_\_\_  
                                                Date/Time                          Person Contacted                          By Whom

Student: \_\_\_\_\_

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

Re: ADMINISTRATIVE WARNING - Bullying Prevention

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Due to reports concerning harassing behavior, this document is being issued to serve as an official warning in an effort to end the behavior immediately. The LISD Student Code of Conduct, available to and signed by all students at the beginning of the school year (or upon enrollment), states the following:

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-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 the property of a student, or placing a student in reasonable fear of harm to the person or of damage to the property of the student; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

Please be aware that further disciplinary violations concerning this activity will result in the consideration of placement at the Lewisville Learning Center, our Disciplinary Alternative Education Placement campus.

Signatures affixed below are an acknowledgement of my awareness of this warning, the circumstances that warrant this notice, and my understanding that a copy will be mailed to my parent or guardian.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

XC: Parent/Guardian



<p><b>Dating/Relationship Violence Prevention Stay Away Agreement</b></p>
-------------------------------------------------------------------------------

To: \_\_\_\_\_

From: \_\_\_\_\_

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

Subject: Warning of Consequences for Inappropriate Interactions

\_\_\_\_\_ is not to confront, talk to, or to have any inappropriate interaction with \_\_\_\_\_.

Any action by others on your behalf, or on your direction, will be considered a violation of this agreement.

If such actions occur, the school district reserves the right to take appropriate disciplinary action in accordance with our Student Code of Conduct, consult the police, and/or make a recommendation for placement at the Disciplinary Alternative Education Program, the Lewisville Learning Center.

Student Signature _____	Date _____	Administrator Signature _____	Date _____
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Parent/Guardian Contact: _____	Date/Time _____	Person Contacted _____	By Whom _____
--------------------------------	-----------------	------------------------	---------------



# Negative Interactions

Allegations

No evidence of

Investigate and Document

## Bullying

To have the effect of physically harming a student, damaging the property of a student, or placing a student in reasonable fear of harm to the person or of damage to the property of the student; or  
To be sufficiently severe, persistent, or pervasive to create an intimidating, threatening, or abusive educational environment for a student. Board Policy FFI (Local) and FFH (Local).

## Harassment

Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL); or Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student and their physical or emotional health or safety.

## Cyber

The use of any electronic communication device to engage in bullying or intimidation.  
“Sexting” is generally defined as “the sending or receiving of sexually explicit or sexually suggestive images or video via a cell phone.” In Texas, the definition is much broader. “Sexting” includes any possession and/or electronic transmission by a minor (age 17 and under) of visual material capturing a minor engaged in sexual conduct which includes still photographs of private body parts.

## Dating Violence

“Teen dating violence” is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Section 71.0021, Texas Family Code. Teen dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

## Examples of Minor

First time  
Name calling/teasing  
Impulsive  
Purposeful Ostracism

## Examples of Major

Sexting  
Persistent  
Injury  
Intent  
Physical contact  
Damaging

## Disciplinary Actions

Isolated incident  
Warning notice  
Counseling notice/referral  
Mediation  
Non-interaction agreement  
Parent/guardian/student conference  
Consider teacher change for bully

## Additional Disciplinary Actions

ISS/PASS/DAEP/OSS  
School Resource Officer  
Minor behavior categorized as major based on degree of harm  
Counseling notice/referral  
Consider teacher change for bully

## Resources

Beane, A. (2005) *The Bully Free Classroom*. Minneapolis: Free Spirit Publishing.

Garrity, C., Jens, K., Porter, W., Sager, N., Short-Camilli, C. (1994) *Bully-Proofing Your School*. Longmont: Sopris West.

Ignoski, Mike. *Bully Busters (Unofficial publication)*.

Stein, N. (1996) *Bullyproof*. Wellesley, MA: Wellesley College Center for Research on Women.