

Bullying Prevention Handbook 2020-2021



SAINT CLEMENT SCHOOL
anchored in faith



Saint Clement School Anti-Bullying and Prevention Policy

At the core of the Saint Clement Community is an environment of mutual respect, belonging, and significance. We seek to respect the dignity and worth of each individual created in the image of God. We are committed to fostering a community in which all people are welcomed and in which bullying and harassment are not tolerated.

Saint Clement School asks every student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following agreements:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Bullying: any physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, and meets all of the following criteria:

1. An observed or perceived imbalance of power exists between the person(s) engaging in the bullying behavior(s) and the targeted student(s); and/or student(s) were targeted based on prejudice or bias.
2. The behaviors are severe or repeated over time, or there is a high likelihood that behaviors will be repeated. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the severity and if other elements of bullying are present.
3. The intent of the person(s) engaging in the behavior is to cause physical or emotional harm to the targeted student(s).
4. The behavior has or can be reasonably predicted to have one or more of the following effects:
 - a. Placing the student in reasonable fear of harm to the student's person or property;
 - b. Causing a substantially detrimental effect on the student's physical or mental health;
 - c. Substantially interfering with the student's physical or mental health;
 - d. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by school.

Bullying may take various forms including but not limited to the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property or retaliation for asserting or alleging an act of bullying. Bullying acts may be physical (punching, poking, hair pulling, spitting, theft, etc), verbal (name-calling, teasing, taunting, gossip, threats in-person or through electronic communication or social media, etc), emotional (intimidation, rejecting, terrorizing, humiliating, manipulation of friendships, isolating, etc) and/or sexual (exhibitionism, voyeurism, sexual propositioning,

gestures, sexting, sexual harassment and abuse, etc). This list is meant to be illustrative and non-exhaustive.

Cyberbullying: Using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased or used by Saint Clement School when an administrator or teacher receives a report that bullying through this means has occurred. This Policy does not require Saint Clement School to monitor any nonschool-related activity, function or program.

Retaliation: Any form of intimidation or reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/consequences according to this Policy.

Peer Conflict: Disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. Conflicts arise when two or more students with relatively similar observed or perceived power have differences in opinion or perspectives. Peer conflicts occur between peers or friends and may require adult intervention, but are typically not bullying in nature unless they become extreme or carry on for a long period of time in which there is a clear target and aggressor. Bullying is not aggressive rough play. Students may get in a conflict over a game at recess that escalated to excessive rough play, but this is not necessarily bullying. It can be a disciplinary offense depending on the circumstances.

Prevention

All Saint Clement School community members will work to develop an environment of safety and support that prevents bullying through:

- Developing supportive school climate strategies including clear expectations and shared agreements to guide interactions between students, staff and parents.
- Teaching all students social and emotional skills and establishing classroom and school-wide practices that promote relationship-building, including teaching the community to speak out when they see or hear bullying, degrading language and bias or prejudice.
- Establishing clear responses and effective disciplinary practices that address root cause, teach skills, build empathy and repair harm.

No student shall be subjected to bullying during any school-sponsored education program or activity, in school, on school property, on school buses, at bus stops or other school-provided transportation. All cyberbullying is prohibited through the transmission of information from a Saint Clement School device or computer network (on school premises or elsewhere) and/or when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program, activity or school-provided transportation.

Intervening to Address Bullying

It is the responsibility of every Saint Clement community member to report any occurrences of bullying. All allegations and incidents of bullying are taken seriously.

Options for Reporting Bullying: Student Guide

- Report bullying incident to a trusted adult at school.
- Complete online Bullying Reporting Form within one day of the incident.
- Complete hard copy of the Bullying Reporting Form (independently or with teacher/staff) and return to box inside counseling office within one day of the incident.

Options for Reporting Bullying: Staff/Independent Contractor/Parent Guide

- Complete online Bullying Reporting Form with student.
- Complete hard copy of the Bullying Reporting Form and return to box inside counseling office within one day of the incident.

Anonymous complaints of bullying or retaliation will be reviewed but are inherently difficult to investigate and may not be procedurally fair. As a result, no disciplinary action shall be taken on anonymous complaints unless verified by clear and convincing evidence.

False reports of bullying may result in disciplinary action.

School Response to Reported Bullying Incidents

1. Administrator/designee will investigate the report promptly, thoroughly and impartially. In cases in which the severity of the incident may imply a criminal act, the matter will be turned over to the local police department and the parents/guardians will be notified.
2. Parents/guardians will be informed of the findings when the investigation is complete. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.
3. Students found to be exhibiting bullying behavior will be subject to disciplinary procedures which may include intervention, In or Out of School Suspension or expulsion. Parents and student will choose between In-School Suspension and Empathy Coaching & Safety Planning with school counselors.

Options:

- In-School Suspension:
 - Bullying Incident Reflection
 - Complete Psychoeducational Packet/Reading
 - Solo Work
- Empathy Coaching & Safety Planning:
 - Assessment
 - Psychoeducation
 - Creation of Personal Safety Plan

Saint Clement School
Bullying Reporting Form

Person(s) Reporting: *Please note that without providing your contact information, it may be difficult to pursue this report.*

Name(s): _____ Grade/Teacher: _____

Cell Phone: _____ Email: _____

The person submitting this report is:

- Student Student Witness Parent/Guardian School Personnel
 Other (Describe): _____

Target of Bullying – Who was being bullied? _____

Witness(es) – Who saw what happened?: _____

Type of Behavior – What did they do? Please choose ALL that apply:

- Cyber/electronic media (social media postings, group chat, chat room, texting, videos)
 Social (excluding, intimidation, telling lies/rumors, taunting)
 Physical (hitting, pushing, spitting, stealing items, stalking)
 Verbal (calling names, threatening, writing graffiti, demeaning comments)
 Other (describe): _____

Please specify the location(s) - Where did it happen?: Please choose ALL that apply:

- Classroom Lunchroom On Bus/At Bus Stop
 Gym Fireside To/From School
 Rooftop Restroom Aftercare
 Text/Phone/Internet/Social Media Other (describe): _____

Date and Time of Incident(s) – When did it happen?:

	Incident #1	Incident #2	Incident #3
Incident Date:			
Incident Time:			

Is this the first time that an incident has occurred?:

- Yes No

If this is not the first time an incident has occurred, when did it begin and how many times has it happened?:

Has this situation been reported to an adult?:

- Yes No

If so, to whom and when?:

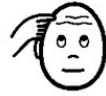
Describe in detail what happened:

Bullying Prevention Rubric

Action	First Occurrence	Second Occurrence	Third Occurrence	Fourth Occurrence
<p>Verbal Bullying teasing, name-calling, taunting, threatening to cause harm</p> <p>Social Bullying Excluding, telling other children not to be friends with someone, spreading rumors, intentionally embarrassing someone, false reporting, retaliation</p> <p>Physical Bullying Hitting, kicking, pinching, tripping, pushing, taking or breaking someone's things, mean or rude hand gestures</p> <p>Cyber Bullying Posting hurtful comments or images, excluding someone from the group chat, sending or posting threats, posting information or pictures without the other student's consent</p>	<p>Discussion with teacher</p> <p>*PreK: Repeat this step before moving on to Second Occurrence response</p>	<p>Discussion with principal and/or assistant principal</p> <p>Reflection sheet</p>	<p>Discussion with principal and/or assistant principal</p> <p>Reflection sheet</p> <p>Call parents</p>	<p>Discussion with principal and/or assistant principal</p> <p>Reflection sheet</p> <p>Call parents</p> <p>In-school suspension or empathy coaching and safety planning with counselors</p>

PreK – 1st Grade Reflection Sheet (completed with teacher/adult)

_____’s Think Sheet



I can think about my choices and how they affect ME and others.

What I chose to do:

kick



hit



push



bite



talk or scream



run



not work



pinch



use unkind words



throw something



It made _____ feel:

happy



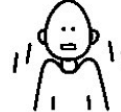
sad



mad



scared



frustrated



Next time I can choose to:

have SAFE feet



have SAFE hands



use kind words



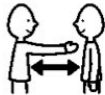
listen and not talk during instruction



ask for a calm break



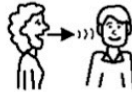
say "I need space."



ask someone to "Please stop."



follow directions



stay in my work area



say, "I don't understand."



When I make a positive choice like that:

others will want to be with me



others will feel good around me



others want to play with me



people will know that I am kind



I will feel proud of myself



Behavior Reflections

Reasons for My Behavior

Name _____
Date _____

Description of My Behavior

Consequences of My Behavior

How do I feel?

How has my behavior affected others?

Other Consequence(s)

Plan for Improvement _____

Student _____
Teacher _____
Parent _____

Developed by Laura Candler - Teaching Resources - www.lauracandler.com

5th – 8th Grade Reflection Sheet

Name:

Date:

THINKING ABOUT MY BEHAVIOR WILL HELP ME MAKE A BETTER CHOICE NEXT TIME!

What was my behavior? What happened?

What were the reasons for my behavior?

Who was impacted by my behavior? How?

How was I feeling? (Circle 1 or more):

Sad Mad Hurt Confused Frustrated Scared Lonely Jealous

What can I do next time when this happens again?

Making Amends:

- If another person was affected by this behavior I apologized to them, explained why the behavior was wrong, discussed how it made them feel and promised to correct this behavior in the future.

Here is what I will do to correct this behavior in the future:
