

# Rockwood Area Jr./Sr. High Bullying Response Rubric

**Definition of Bullying:** Any intentional electronic, written, verbal, or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside that is severe, persistent or pervasive and has the effect of doing any of the following:

- 1: Substantial interference with a student’s safety or education.
- 2: Creation of a threatening environment.
- 3: Substantial disruption of the orderly operations of the school.

**Definition of Unwanted Teasing:** To disturb or annoy by persistent irritating or provoking especially in a petty or mischievous way.

What should a student do if they are a victim of unwanted teasing or bullying?		
<p><b>Person Being Teased or Bullied:</b></p> <ol style="list-style-type: none"> <li>1: Ask the person to stop the unwanted behavior</li> <li>2: Tell a trusted adult in a timely fashion. (Teachers, staff member, Principal and/or Guidance Counselor)</li> <li>3: Write down what happened and when, or keep a diary when behavior continues.</li> <li>4. If the adult you told doesn’t believe you or is unable to stop the behavior, tell another trusted adult immediately</li> </ol>	<p><b>Bystander:</b></p> <ol style="list-style-type: none"> <li>1: Don’t join in the teasing or bullying; don’t laugh or make it worse for the person being teased.</li> <li>2: Support the student being teased or bullied.</li> <li>3: Ask the person doing the teasing or bullying to stop the unwanted behavior if that feels safe.</li> <li>4: Tell a trusted adult about the teasing or bullying and/or help the person being teased go tell a trusted adult.</li> </ol>	
<p><b>*If the unwanted teasing/bullying is an immediate threat to the student’s safety it should be reported to the Principal and/or Guidance Counselor immediately.</b></p>		
Unwanted Teasing		
Student Misconduct	Teacher Procedures	Discipline Response
Name Calling Making fun Talking negatively about a classmate Starting rumors Mocking Other behaviors that can be connected to teasing.	<ol style="list-style-type: none"> <li>1: Stop behavior with appropriate classroom management techniques.</li> <li>2: Support the student being teased.</li> <li>3: Name inappropriate behavior.</li> <li>4: Explain why the behavior is not acceptable as related to the expectation of respect.</li> </ol>	Follow progressive discipline <b>First Offense:</b> <ol style="list-style-type: none"> <li>1: Verbal warning.</li> <li>2: Document incident and notify parents.</li> <li>3: Student will complete a <i>“Think about it form”</i></li> </ol> <b>Second Offense:</b> <ol style="list-style-type: none"> <li>1: Teacher Detention/Loss of Privileges</li> <li>2: Document incident/notify parents</li> <li>3: Student will complete a <i>“Think about it form”</i></li> <li>4: Counsel student</li> </ol> <b>Third Offense:</b> <ol style="list-style-type: none"> <li>1: Administrative Detention</li> <li>2: Document incident/notify parents</li> <li>3: Student will complete a <i>“Think about it form”</i></li> <li>4: Counsel student</li> </ol> <b>Any future incidents will require immediate administrative action; refer to the discipline chart in the student handbook.</b> <b><i>“Think about it form” is utilized in grades 7 &amp; 8.</i></b>
Continuation of Teasing Behaviors	Refer to Principal/Guidance Counselor Immediately	Complete a discipline referral form. The principal or his/her designee will investigate the incident. The Principal will follow the discipline chart outlined in the student handbook.

<b>Bullying: Any reoccurring behavior needs to be referred to the Principal.</b>		
Student Misconduct	Administrative Procedures	Discipline Response
Continuation of Unwanted Teasing Behaviors –Three or more occasions. <b>(TEACHER REFERS TO PRINCIPAL)</b>	1: Talk with the student. 2: Individually talk with the victims, bystanders, and others. 3: Consult with teachers and Guidance Counselor. 4: Contact Parents.	Level 1: Refer to disciplinary structure response chart – Appendix A in the student handbook. Or Level 2: Refer to disciplinary structure response chart – Appendix A in the student handbook.
<b>Verbal /Written Bullying:</b> Teasing, name calling, insulting remarks, verbal harassment, written, cyberbullying, and other forms of negative communication.	1: Talk with the student. 2: Individually talk with the victims, bystanders, and others. 3: Consult with teachers and Guidance Counselor. 4: Contact Parents.	Level 1: Refer to disciplinary structure response chart – Appendix A in the student handbook. Or Level 2: Refer to disciplinary structure response chart – Appendix A in the student handbook.
<b>Social/Relational Bullying:</b> Purposeful exclusion, gossiping, spreading or starting rumors, damaging reputations, and loss of friendships for social status.	1: Talk with the student. 2: Individually talk with the victims, bystanders, and others. 3: Consult with teachers and Guidance Counselor. 4: Contact Parents.	Level 1: Refer to disciplinary structure response chart – Appendix A in the student handbook. Or Level 2: Refer to disciplinary structure response chart – Appendix A in the student handbook.
<b>Physical Bullying:</b> overt bodily acts to gain power over peers. Can include kicking, punching, hitting or other physical attacks.	1: Talk with the student. 2: Individually talk with the victims, bystanders, and others. 3: Consult with teachers and Guidance Counselor. 4: Contact Parents.	Level 2: Refer to disciplinary structure response chart – Appendix A in the student handbook. Or Level 3: Refer to disciplinary structure response chart – Appendix A in the student handbook.
<b>Parents who feel their child has been bullied:</b>		
<ul style="list-style-type: none"> <li>• <b>Keep a written record</b> of all bullying incidents that your child reports to you. Record the names of the children involved, where and when the bullying occurred, and what happened.</li> <li>• <b>Immediately ask to meet with your child's teacher or guidance counselor.</b> Explain your concerns in a friendly, non-confrontational way.</li> <li>• <b>Ask the teacher or guidance counselor about his or her observations.</b> Has he or she noticed or suspected bullying? How is your child getting along with others in class? Has he or she noticed that your child is being isolated, excluded from activities with students? Ask the teacher or guidance counselor what he or she intends to do to investigate and help to stop the bullying.</li> <li>• <b>Relieve the stress.</b> If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's guidance counselor or other school-based mental health professional.</li> <li>• <b>Set up a follow-up appointment with the teacher or guidance counselor to discuss progress.</b> If there is no improvement after reporting bullying to your child's teacher, speak with the school principal. Keep notes. Keep an organized file of notes from your meetings with teacher and administrators.</li> <li>• <b>Set up a follow-up appointment with the teacher or guidance counselor to discuss progress.</b> If there is no improvement after reporting bullying to your child's teacher, speak with the school principal. Keep notes. Keep an organized file of notes from your meetings with teacher and administrators.</li> <li>• <b>If bullying continues, write to the school's principal or administrator and include evidence from your notes to back up your complaint.</b> Putting a complaint in writing is important so there is record of your concern.</li> <li>• <b>Give the school reasonable time to investigate and hear both sides of the story.</b></li> <li>• <b>Please remember that school officials will not be able to give you details on the punishment of other students in compliance with FERPA, but rest assured that the above rubric will be followed in every circumstance.</b></li> </ul>		

Rockwood Area Jr. High

*Think About It Form*

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

Faculty Signature/Location of Incident: \_\_\_\_\_

1: *What negative behavior did you exhibit? (Be specific and start with "I")*

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2: *Why was this behavior wrong and hurtful to others? (Who did you hurt? How do you know you hurt that person?)*

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3: *What problem were you trying to solve? (Think about it...were you trying to have fun? Did you want someone to listen to you or leave you alone? Were you trying to impress your friends? Were you angry about something else?)*

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4: *Next time you have that problem, how will you solve it without hurting someone else? (Please list at least three ways and choose one!)*

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5: *How can I apologize to those I hurt? (Kind words, a note, an act of kindness, etc...)*

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