

SCHOOL-BASED DECISION MAKING

School: The Marion C. Moore School

Subject of the Policy: Anti-bullying Policy

Policy Statement

At Moore, we believe that all students have a right to a safe and healthy school environment. KRS 158.148 defines bullying as “any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated:

1. That occurs on school premises, on school-sponsored transportation, or at school-sponsored event; or
2. That disrupts the education process.

This definition shall not be interpreted to prohibit civil exchange of opinions or debate or cultural practices protected under the state or federal Constitution where the opinion expressed does not otherwise materially or substantially disrupt the education process.” Moore has an obligation to promote mutual respect, tolerance, and acceptance. Moore will not tolerate behavior that infringes on the safety of any student.

At Moore, students will be educated by staff in all grade levels to help them identify and respond to the dangers of bullying. There are five types of bullying recognized in this policy.

- **Relational bullying**, sometimes referred to as “social” or “psychological” bullying. This takes the form of disrupting another student’s peer relationships through gossiping, whispering and spreading rumors. It also includes turning your back on them, giving them the silent treatment, leaving them out.
- **Cyber-bullying**, sometimes referred to as social bullying, is often indirect; students communicate negative representations of the target to third parties, often through social network sites, instant messaging, texting, chat rooms, posting on web pages or blogs.
- **Verbal bullying**, such as threatening, taunting, intimidating, insulting, sarcasm, teasing, ridiculing, making faces, rolling eyes and other gestures.
- **Physical bullying**, includes both the person (such as hitting, pushing, shoving, kicking, pinching, holding a person down) and/or their possessions (through extorting money, stealing or causing damage to possessions).

- **Sexual bullying**, sometimes referred to as sexual harassment, which includes unwanted sexual attention and comments, gender-demeaning remarks and jokes, using sexually offensive names, circulating pornography, touching the private parts of another student's body, molestation, assault, and rape.

Reporting Procedures shall include:

- Telling a teacher or another adult at school. Complete Bullying Report Form located in the Counselor's office.
- Witness Statements may be completed by other students per the Bullying Witness Statement Form.
- A Counselor or designee will review and investigate the report from the student and/or reporting adult to verify illegal acts. Student reports that are found to have been intentionally filed under false pretenses or in retaliation will be subject to disciplinary action.
- A staff member will report immediately to the school administration when he/she witnesses or becomes aware of conduct that may be bullying or retaliation.

Progressive Discipline Process

Level One Intervention: Involve school administration in order to correct behavior by stressing seriousness of behavior and keeping the student in the classroom. Parent will be notified.

Interventions will typically involve conference with student, parent/guardian conference, office time-out, cooling-off period, peer mediation (if appropriate), referral to student support staff, or detention. Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

Level Two Intervention: Involve school administration in order to correct behavior by stressing seriousness of behavior while keeping student in school. Parent will be notified. Interventions will typically involve short-term time in Positive Action Center (PAC), time-out, or in-school suspension. Attempt to include parent and students(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

Level Three Intervention: Involve short-term removal of student from school environment because of severity of behavior (short-term out-of-school suspension ranging from one to three days). Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

Level Four Intervention: Involve removal of student from the school environment because of severity of the behavior (long-term out-of-school suspension ranging from six to ten days). This

may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Attempt to include parent and student(s) in constructive plan/behavior contract should be made. Staff should use these responses in a graduated fashion.

Retaliation Prohibited

Employees and other students may not retaliate against a student because he or she reports bullying or assists or participates in an investigation proceeding or hearing regarding the violation. The principal or designee shall take measures needed to protect students from such retaliation.

Date of First Reading:

Date of Second Reading:

Date Adopted:

Signature: _____
(SBDM Council Chairperson)