

# The Bully Free Response Plan: Students Bullying Students

This response plan focuses on intervening when students bully students. It is provided to help your school or school district develop a bully free response plan for dealing with students bullying students. You should work with others to modify the plan to match the culture of your school, existing policies and procedures, the administrative leadership styles, existing discipline plans and behavioral codes, as well as local, state, and federal laws. It is especially critical for adults to respond immediately and consistently to bullying. Because bullying is hurtful and persistent behavior that occurs over time and can have a devastating impact on students, immediate action must be taken. Students need the assistance of adults. Some bullying situations can be short term and can be stopped rather quickly by an adult who observes the bullying or receives a report. Other bullying situations are more persistent and harmful, requiring the assistance of more than one adult. Responding to some bullying situations may also require the use of more intense interventions and prevention strategies.

## **Responding to Rumors or Unverified Reports of Bullying**

If you receive a report of bullying and are not sure the report is true, avoid accusations. However, be sensitive to what students say about and how they interact with the student who may be mistreated. Keep your eyes and ears open. Also investigate all reports of bullying. There are only two types of evidence of proof that a student has been bullied: (1) an adult has observed it or has some other proof of bullying, such as a video recording, or (2) the accused admits bullying someone. When these conditions do not exist, bullying has to be treated as a rumor or an unverified report. When rumors or unverified reports of bullying occur, the following steps should be followed by the principal of the school or his or her designee.

*Note:* Always protect the identity of students who report the bullying. If it was an adult, get the individual's permission before you mention his or her name during the investigation. If video cameras are in the reported area, review the recordings.

## **Dealing with the First Rumor and Unverified Report**

### **Step 1**

Call the parents or guardians of the student who may have been bullied. Say to them, *There is a rumor [or report] that your child is being mistreated. Unfortunately, we do not have proof of the mistreatment. But we try to investigate all rumors and reports of mistreatment, because we care and do not tolerate a y mistreatment. There is a school policy against bullying, and there are significant consequences for the behavior. Why don't you have a conversation with your child and determine if there is any truth in the rumor [or report]. Do not interrogate your child but find out if the mistreatment is occurring. Be sure to write down what your child tells you, and let me know what you discover. We have found it best if we don't get too excited or try to figure out who to blame. It is also best not to ask your child why he is being mistreated. Most of the time students do not know. If it appears that your child is mistreated, ask him to keep a record of his mistreatment, recording who is mistreating him, who is following along with it, who observed it, what happened, as well as when and where the mistreatment occurs. Tell your child to keep his teacher and me informed. We will try to take care of things at school.*

If appropriate, ask the alleged victim's parents not to call the parents of the alleged bully. The *Bullying Situation Report* in Attachment A may be completed if you think it is important to record elements of the rumor. Check "Suspected bullying situation" on the report form, and briefly summarize your response. Also record the date and time and the name of the parent you talked to. Write a brief summary regarding your telephone conversation with the parent or guardian.

## Step 2

Call the parents or guardians of the alleged bully. Say to them: *There is a rumor [or report] that your child may be mistreating someone. We do not have any evidence that the rumor [or report] is true, but we are obligated to let parents know about it and do what we can to discover the facts. Your child deserves that from us. We always investigate because we care about our students, and we don't want anyone to be mistreated. There is a school policy against bullying, and there are significant consequences for the behavior. We also do not want anyone to be treated unfairly or accused unfairly of mistreating others. We are not accusing your child; we are just giving you a chance to talk to your child, and we will do all that we can to find out the facts. Why don't you have a conversation with your child and determine if the rumor [or report] is true. Please do not interrogate your child, but find out what, if anything, may be happening. Write down what your child tells you, and let me know what you discover. We will try to take care of things at school while you talk to your child.*

## Step 3

Communicate with the teachers. Talk with all of the teachers of the students who may be involved in a bullying situation. Ask them not to mention the names of or confront the students allegedly involved, but to heighten their awareness and supervisory efforts to the possibility of mistreatment. Ask them to increase their supervision of the students who may be involved and seek to monitor areas where the bullying may be occurring. Ask the teachers to remind all students of the school's anti-bullying policy and the consequences for bullying.

## Dealing with the Second Rumor or Unverified Report

When a second rumor or unverified report of bullying is received involving all or some of the same students, the principal should take the following steps:

### Step 1

Privately interview the student who may be a victim of bullying. Before you ask questions, explain the rumors and reports you have received. You could start your statements with: "Some students have reported that . . ." or "An adult has reported that . . ." Explain that you are concerned because this is the second time you have heard of the possible mistreatment. Explain that you are obligated to investigate all rumors and reports and that you want everyone to be treated fairly. Explain that you and the school will not tolerate bullying. When it is age appropriate, ask the student to complete the *Bully Free Statement Sheet—Reported Victim* (see Attachment B). Ask the student to write down only the facts. Young students may require assistance.

However, make sure only the student's words are recorded. Ask the student to sign and date the form. Keep in mind that the student may refuse to fill out the sheet for a variety of reasons. For example, the student may be fearful of retaliation or may have not been completely truthful. If the student refuses to write a statement, make a record of the refusal.

### Step 2

Privately interview the student, or each of the students, who may be engaging in the bullying. Interview each one separately, and schedule the interview so that there is not time for them to talk to each other before you interview all of them. Do not appear judgmental, and do not seek blame. Use a firm yet gentle and respectful tone of voice throughout the interviews. Maintain a comfortable level of eye contact. Before you ask questions, explain the rumors and reports you have received, and explain that you are obligated to investigate all rumors and reports and that you want everyone to be treated fairly. You could start your statements with: "Some students have reported that . . ." or "An adult has reported that . . ." Explain that you are concerned

because this is the second time you have heard of the possible mistreatment. Explain that you and the school will not tolerate bullying. Remind them of the school's anti-bullying policy (including cyber bullying and cell phone policies) and the consequences for such behavior. Explain the school's anti-bullying policy and the significant consequences for bullying others. Then ask the student to complete the *Bully Free Statement Sheet—Accused* (see Attachment C). Ask the student to write down only the facts, admitting or denying the mistreatment. Young students may require assistance. However, make sure only the student's words are recorded. Ask the student to sign and date the form. Keep in mind that the student may refuse to fill out the sheet for a variety of reasons. For example, sometimes the student may not have been completely truthful. If the student refuses to write a statement, make a record of the refusal.

### **Step 3**

Prepare to talk to the parents or guardians of the alleged victim by reading his or her completed statement sheet. Call the parents and explain that you are concerned because this is the second time you have heard about the possible mistreatment. Explain that you feel it is time to step up efforts to discover the facts. Ask them again to talk to their child and to write down what they are told. Also explain that you have interviewed all of the students who may be involved.

Schedule a time for the victim's parents to come in and talk to you about the comments of the students and what you have discovered. Ask them not to bring any children to the meeting.

### **Step 4**

Prepare to talk to the parents of the alleged bully by reading the completed statement sheet, and call the parents as soon as possible. Explain to them that you are concerned because this is the second time you have heard about the possible mistreatment. Explain that you feel it is time to step up efforts to discover the facts. Ask them to talk with their child again. If the rumors or reports appear to be true, explain that you have interviewed all of the students who may be involved and you feel it is best that they come in and talk to you. Schedule a time to meet with them. If the situation appears to involve more than one bully, have a separate meeting with each set of parents. Ask them not to bring any children to the meeting. Explain that you realize they have more authority over their child than you do, but you are responsible for making sure students follow the school's rules and behavior codes. Also explain that it is your job to investigate all rumors and reports of mistreatment and to do all you can to make sure all students are treated appropriately, including their child. Most parents are cooperative. However, if a parent is disrespectful, explain to him or her that children deserve adults who can cooperate and work together. Explain that you called the meeting and you have the authority to end the meeting. Tell the parent that you would prefer not to end the meeting, but you will.

## **Responding to Bullying Events**

This section includes a discussion of general responsibilities as well as specific responsibilities of adults who observe and respond to bullying. Although specific responsibilities are listed, each school should assign certain responsibilities to school personnel. For example, some schools may prefer that the school counselor or psychologist rather than a teacher gather information by interviewing students.

As a member of your school's professional team, it's your responsibility to intervene immediately when you observe any inappropriate behavior, whether it's physical (pushing, shoving, hitting, tripping), verbal (teasing, name-calling, racist or bigoted remarks), or social/emotional (intimidating, ignoring, excluding). Many times when you see such behavior you may not know if the targeted student is in a bullying situation. It may be the first time you have observed the person being mistreated. He or she may not be a repeated target, which is a requirement to be considered a bullying situation. It may be that all you do is to warn the student(s) involved, follow the discipline procedures of your school and use any of the following steps deemed appropriate. You may not need to submit a "Bullying Situation Report" to the main office. In other

words, don't label everything "bullying" and don't file a report on every inappropriate behavior you observe. Just hold students accountable for their behavior and deal with the behavior.

When you see a student mistreated and you know he is bullied, you should intervene by using the following steps and report the bullying as specified in your school's anti-bullying policy. In other words, you may complete and submit a "Bullying Situation Report" 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 won't tolerate bullying.
3. You show that you're an adult who will do something about bullying, not ignore it. You change their expectation that nothing will happen when I mistreat someone.
4. Your behavior encourages other victims and witnesses to tell you about bullying you don't witness personally.

It is critical that your school have a response plan detailing how school personnel are to respond to bullying. The following only refers to on-the-spot response to bullying. In other words, how you should respond when you see and hear bullying. It is meant to be protective (for students and you) and yet instructive. It is not meant to be a behavior modification plan or a bullying prevention plan/program. The following steps are designed to stop a behavior and to encourage appropriate behavior. They should be used in conjunction with anti-bullying prevention measures, pro-social approaches and other positive programming strategies to help the student who bullies others. Be sure to consult your school's discipline policies and procedures prior to using the following strategies.

It is understood that use of all of the following steps may not be appropriate for all situations. Some bullying events may involve students who have given themselves over to violence and may even threaten adults around them. They don't respect authority and may create dangerous environments under certain conditions. Therefore, you are urged to use professional judgment based on your observations and professional knowledge and experience with such individuals.

### **Terminology**

- Throughout this handout, I use the terms "his," "her," "he" and "she" inter-changeable for ease of communication.
- For ease of communication, I sometimes use the terms "bully" and "victim." I prefer using "students who bully" and "students who are bullied."

### **General Responsibilities When Responding to Bullying**

- Promptly investigate all rumors and reports of bullying.
- Follow established discipline plans, policies, and procedures.
- Respond immediately and consistently to all observations of bullying.
- Don't re-victimize the victim:
  - Don't blame the bullied student.
  - Don't joke around about the bullying.
  - Don't do anything that further isolates or stigmatizes the victim.
  - Don't ask the victim and bully to "work it out."
- Maintain open communication lines with the bullied student, students who bully, the bully's helpers, and the bystanders, as well as the parents.
- Note: The following procedure is meant to be a guide and framework for immediately responding to bullying. All of the steps or the sequence of the steps may not be appropriate for all situations, settings, or individuals. Therefore, use your professional judgment.

## **Eight Steps to On-the-Spot Responding (Response Acronym)**

- S** - Stop and Take Control. (*Step 1*)  
**C** - Confront the Bully or Bullies. (*Step 2*)  
**A** - Apply Emotional Support to Victim. (*Step 3*)  
**T** - Teachable Moment for Bystanders. (*Step 4*)
- C** - Consequences Applied. (*Step 5*)  
**A** - Area Supervised - if necessary remain in the area. (*Step 6*)  
**S** - Safety (Protection) Plan for Victim. (*Step 7*)  
**A** - Approved Paperwork Completed and Parents Contacted, if necessary. (*Step 8*)

### **Step 1: (S) Stop and Take Control. Immediately stop the bullying by taking control of the situation – no matter where you are with students.**

- If you are transporting students, stop in a safe area and turn on the flasher.
- Scan the area to see who is involved.
- Don't shout, unless injuries are possible.
- Approach the students and with a *firm, calm, and matter-of-fact* voice **take control** by making “**I need you to .....**” statements. The content of these statements will vary, depending on where you are.
  - Say to the bully “**I need you to** take two steps back (or sit down), to be quiet, to listen to me, and to do as I say.”
  - Say to the bystanders “**I need you to** take two steps back (or sit down), to be quiet, to listen to me, and to do as I say.”
  - Say to the victim “**I need you to** take two steps back (or sit down), to be quiet, to listen to me, and to do as I say.”
- If possible, step between the bullied student and bully to block the bully's eye contact with the victim. If they are fighting, do not step between them.
- Obtain and maintain non-threatening eye contact with the bully and his helpers.
- Explain that it is your role and the role of all students to make sure everyone is treated right and feels safe.

### **Six Important Don'ts:**

- Don't touch or threaten the bully.
- Don't plead with the bully.
- Don't tell the bully you are upset because of the way he is behaving.
- Don't lecture the bully, especially in front of other students or adults. Bullies love an audience.
- Don't be aggressive or angry, but be assertive. You don't want to trigger aggression in the bully, her helpers, and/or a bystander.
- Don't ask the victim and the bully to meet with you or someone else at the same time to discuss what happened, unless the victim agrees to do so.

### **Step 2: (C) Confront the Bully or Bullies by addressing their inappropriate behavior.**

(Note: Some school personnel have expressed a concern about confronting the bully and her helpers in front of other students, “because it would embarrass the bullied student.” They prefer to confront the bullies in private. Others would confront them in front of other students because those students may be fearful they will be bullied and would be pleased to see an adult hold the bullies accountable for their behavior. Therefore, use your professional judgment.)

- Let the bully and her helpers know you saw what they did and they broke the rules.
- Tell them you can't ignore their behavior.
- Tell them they need to obey the rules. Make an “**I need you to . . .**” statement.
- Tell them the action you must take is very clear.

**Example:**

“I heard you discussing your plans to reject Cindy and I saw you shun her when she approached you. That is against our rules and I can't ignore it. **I need you to** obey our rules. The action I must take is very clear.”

- If the bully stops, compliment her for stopping.
- If the bully doesn't stop mistreating the person:
  - Remember: Do not get angry, do not respond aggressively, and do not lecture the bully.
  - With a *firm, calm, and matter-of-fact voice* command the bully or bullies (by name) to stop engaging in their inappropriate behavior. **Don't ASK** the bully to stop. For example, don't say “Susan, will you please stop calling her names and listen to me?” Specify what you want them to do by using an “**I need you to . . .**” statement. For example:

**Example:**

*“Susan, **I need you to** stop calling her names, to be quiet, to listen to me, and to do as I say.”*

- If necessary, use the **Broken Record Rule**. *Repeat your command* in a firm, calm, and controlled manner like a broken record until you get a positive response.

**Read the following example using the Broken Record Rules. Note: What Mary (The Bully) says is underlined and what the adult says is not underlined.**

“Mary, **I need you to** stop calling her names, to be quiet, to listen to me, and to do as I say.”

“She's such a fat pig.”

“Mary, **I need you to** stop calling her names, to be quiet, to listen to me, and to do as I say.”

“She's such an idiot.”

“Mary, **I need you to** stop calling her names, to be quiet, to listen to me, and to do as I say.”

(Mary obeys.)

“Thank you Mary.”

- If the bully challenges your authority by continuing the mistreatment, or by asking you questions, or by making inappropriate comments to you, consider the following guidelines which include questions you should ask in a firm, calm, and matter-of-fact voice.
  - If possible, frequently address the bully by name.
  - Do not respond to the bully's questions and inappropriate comments.
  - Ask questions, such as the following: (Sprick, R., & Colvin, G., 1992)

- What would be a consequence for calling someone a hurtful name?
- Why do you think the rule against name-calling is important?
- Who do you believe is the person in charge here?
- What do you think would happen if someone decided to disobey me?

Read the following example of how to deal with a student who challenges your authority. Note: What Mary (The Bully) says is underlined and what the adult says is not underlined.

“Mary (address the bully by name), what would be a consequence for calling someone a hurtful name?”

“We do this all the time and nothing happens. Why should I listen to you? My parents told me to let them know if you do anything to upset me.”

“Why do you think the rule against name-calling is important?”

“I didn’t know it was an **important** rule. Who says it’s important?”

“Mary, who do you believe is the person in charge here?”

(Mary doesn’t say anything.)

“What do you think would happen if someone decided to disobey me?”

(*Note*: If the student doesn’t know the possible consequences, *consider* telling her - if such action will not provoke the bully.)

“It looks like you have a choice to make.”

- If the bully continues her power play, contact another adult for help.

**Step 3: (A) Apply Emotional Support to the Victim if you feel it will not embarrass them.**

- Be sensitive to the developmental level of the victim and his need to save face.
  - In other words, don’t go overboard with your emotional support. *It may be best for you or someone else to provide all or some of the emotional support in private.*
- If you decide to immediately provide emotional support, consider telling the bully and his helpers to take seats far from each other, the victim, and the bystanders.
  - Tell them to stay seated, not to look in your direction, and to be quiet.
- When you provide emotional support, tell the bullied student:
  - “I’m sorry you were mistreated.”
  - “You don’t deserve it.”
  - “I’m sure we can make it stop.”

**Step 4: (T) Teachable Moment for Bystanders (Optional: Gather the Facts)**

- Tell the bystanders you observed their behavior.
  - If they tried to help the victim, they should be complimented even if they were not successful.

- If their response to the bullying was inappropriate, explain what they could have done.
  - For example, they could have refused to:
    - join in.
    - laugh.
    - ignore it.
    - gather around.
    - cheer for the bully.
  - They could have:
    - distracted the bully and his helpers by asking a question about something they are interested in, such as sports.
    - helped the victim by using assertiveness skills.
- Only ask the bystanders to describe what happened if the bullying is serious enough that you need to immediately document the facts. Therefore, you have two options:
  - Option #1: Immediately gather the facts.
  - Option #2: Note the names of the students, but do not tell them you or someone else will interview them later. They should be interviewed (ASAP) *one immediately after the other* in order to gather their perceptions of the facts. Don't give them time to discuss what they should and should not tell you.
- In a quiet voice, explain to the bystanders the importance of telling an adult when they or someone else are mistreated.
  - Reporting is not tattling or ratting on someone.
    - It's what a good person should do.
    - It's accepting your responsibility to promote peace and safety.
    - It's what you would want someone to do for you if you were bullied.
- Assertiveness Strategies for Bystanders: If appropriate and if time permits, share **one or more** of the following assertiveness strategies bystanders can use. *In many bullying situations, you will not have time for this. Hopefully the school system uses the Bully Free Lesson Plans ([www.bullyfree.com](http://www.bullyfree.com)) that teach students to use assertiveness strategies.*
  - Note: Students can apply these strategies in many settings. They should be asked to discuss these strategies with their parents.
  - Note: As you read these strategies, keep in mind that bullied students can also use these strategies.

### **General Assertiveness Strategies for Bystanders**

- Look confident (assertive body language) by standing tall and holding your head up.
- Don't appear hurt or angry. Keep your facial expressions neutral but serious.
- Don't run away, unless you are in danger.
- Move closer to the bully, turn sideways, and have non-threatening eye contact.
- Maintain good balance by keeping your feet shoulder-width apart.
- Hold your arms beside your body. Don't hold your arms up like you want to fight.
- Don't put your hands in your pockets.

## Specific Assertiveness Strategies for Bystanders

Note: After bystanders use a strategy, they should start a conversation with the bullied student. If outside the classroom and if possible, they should ask the bullied student to walk off with them. Also, keep in mind that assertive strategies may not be effective, especially if the student has not been properly taught to use them or if the student doesn't use them correctly.

- Make assertive statements for the victim. For example, say "Stop it!" with a serious face and serious but calm voice. Or say "This is a waste of Bobby's (the bullied student) time and my time."
- Fogging. Admit that you also have the characteristic the bully is using to tease someone. For example, say "You know, Bobby (the bullied student) and I both need to lose weight."
- Broken record. Repeat "What did you say?" or "That's your opinion." or "So."
- Confront the bully concerning her spreading rumors and lies about someone. Refuse to spread rumors and lies and demand that they stop.
- Expose the ignorance of the bully when she is teasing someone because of their disability or medical problem. Reveal the facts about the student's problem.
- Give the bully permission to tease. For example, say "Well, it's okay to say what you want. It doesn't bother Bobby (the bullied student) and it doesn't bother me."
- Take on the characteristic used to tease someone and use a sense of humor. Focus your humor on yourself and the bullied student. For example, if the bully says "You sure have big ears." You could say "You know Jennifer (the bullied student) and I both have big ears, sometimes we feel like elephants. Don't we Jennifer?"
- Make an asset of the characteristic used to tease someone. For example, if the bully makes fun of someone for not having hair because of cancer treatments, you could say "Well, I guess \_\_\_\_\_ (a famous popular person) and Bobby (the bullied student) look alike, they both don't have a lot of hair. I wish I looked like Bobby."

**Step 5: (C) Consequences Applied. If possible, immediately apply consequences or make sure they are applied as soon as possible.**

- If the behavior warrants more than a verbal reprimand and warning, let the bully know there will be or could be additional consequences.
- The consequences you select may depend on the behavior and the number of times you have seen the student engage in bullying behavior.
- Resist the temptation to minimize the consequence because you feel the behavior is less hurtful than other bullying behavior.
- As much as possible, the consequences should be fair, logical, and connected to the offense. For example, if a student is out of his assigned seat and bullies someone, they could be reassigned a seat for a few weeks or longer.
- Do not ask the bully, his helpers, and the bullied student to "work it out." This can re-traumatize the bullied student and generally doesn't help.
- Some possible consequences are:
  - Bully receives a verbal reprimand, a warning, and the behavior is recorded.
  - Bully is *permanently assigned* a different seat, a good distance from his helpers and from the bullied student. (Note: Do not ask the victim to move to a different location, unless he desires to move.)
  - Bully's helpers are *permanently reassigned* seats a good distance from each other, the bully, and the bullied student.
  - Bully must apologize in writing to the bullied student and ask forgiveness. The bully could be required to include one positive comment about the bullied student. Usually we don't ask the bully or his helpers to verbally apologize. When they do, it's often not sincere.

However, you may lead them to apologize by asking “What can you do to make things better?” If they say “Apologize,” ask them to verbally apologize.

- Bully must replace destroyed, damaged, or lost items.
- Bully must call his parents and report his behavior. You may not want to do this if the parents are abusive. Follow the district’s discipline policy and procedures relative to notifying the parents.
- Bully and helpers are sent to detention.
- Bully and helpers are sent to Saturday School.
- Ask the principal to consider asking the bully, his helpers, and the bullied student to sign a *Bully Free No Contact Contract*.

<b>No Contract Contract</b>
Date: _____
We agree not to have contact with one another in the school and on the bus. “Contact” means we will do our best not to look at each other, not to talk to one another, not to make gestures, facial expressions, and/or make any sounds intended for one another. We will not encourage anyone to mistreat the other. We will do our best to avoid one another for _____ weeks.
If we engage in any of the above behavior, we understand there will be significant consequences.
Signatures of Students: _____ _____ _____ _____ _____
Signature of Principal: _____ Date: _____
(Note: Send a copy to the principal who will send copies to the parents, appropriate teachers, and the Director of Transportation.)

- The bully and his helpers may be suspended.

**Step 6: (A) Area Supervised.** If possible, remain close to the involved students until they have cooled down, especially when there has been physical bullying.

**Step 7: (S) Safety (Protection) Plan.** Meet or ask someone to meet ASAP privately with the bullied student and determine the extent of the mistreatment and to write a Safety (Protection) Plan.

Whoever meets with the student should adhere to the following guidelines.

- Find and schedule a private location for the interview, one without windows, so other students cannot see you with the student.
- If appropriate, ask a colleague to observe the meeting and help you record information.
- If the student doesn’t know you, introduce yourself telling your position at school.
- If not applied earlier, apply emotional support to the bullied student by saying the following:

- “I’m sorry you were mistreated.”
  - “You don’t deserve it.”
  - “I’m sure we can make it stop.”
- Be sensitive to the stress level of the victim.
  - Encourage the victim to express her emotions.
  - Be an active listener.
  - Voice pleasure that the victim (or someone else) told you or someone about the bullying.
  - Do not make the victim feel she is being interrogated, but ask the following questions and record the answers. Mention that you would like to hear what happened from his or her point of view:
    - “Who was involved?”
    - “What was said and done by the bully and others?”
    - “What happened or usually happens immediately before the bullying occurs?”
    - “Who were the bystanders, and what did they say and do?”
    - “Did you or anyone else get physically hurt?”
    - “Did your property or anyone else’s property get damaged or stolen? If so, please explain.”
    - “When does the bullying occur?”
    - “Where does it happen?”
    - “Was there adult supervision? If so, who was it?”
    - “What happened or usually happens after the bullying?”
    - “Who has been told about the bullying, and what have they done (if anything)?”
    - “How long has this been occurring?”
  - Be careful about asking the student why she is being bullied. If you ask this question too soon, the student may not share everything with you or may not tell the truth. And sometimes the victim does not know why he or she is bullied.
  - Ask the victim to immediately report when he or she is bullied or sees others bullied. After a few days, meet to assess the effectiveness of the safety plan you developed with the victim. Whenever possible, spend time with him or her, but do not smother the student with your attention.
  - Tell the student you want to write a **Safety (Protection) Plan**, but make sure the student understands she is not expected to deal with bullying alone. It’s not just her problem.
    - Bullying is an adult problem.
    - It’s your problem, the parent’s problem, and the problem of other students.
  - Write a **Safety (Protection) Plan** for the student.
    - Some of the safety plan will depend on when and where the bullying is occurring and who is bullying the student.
    - Ask the student what needs to be done to keep them safe until the bullying situation is investigated.
    - If the student is bullied on the bus, tell the student to report it to the driver or some other adult she trusts. If she is bullied at school, ask her to **select an adult** at school to report to every day regarding how she was treated.
    - Tell the student **not to retaliate**. Retaliation usually makes bullying worse and last longer. They also run the risk of getting seriously hurt or hurting the bully and getting into trouble.
    - Tell the student to **stay calm and cool** and avoid letting the bully know they are upset. The bully wants to upset her.
    - Ask the student not to walk alone or go to unsupervised areas alone, if possible.
    - Tell the student to **avoid the bully** as much as possible, especially places where the bully is known to hang out or where adult supervision is lacking. If she cannot avoid the bully, then she should at least **try to keep her distance**.
    - Tell the bullied student to use her best judgment and follow her instincts. For example, if the bully wants something that belongs to her and it appears she could be harmed, she should

give it up then walk off with confidence, acting as if the bully didn't hurt her. She should then report the mistreatment to a trusted adult. Tell the bullied student safety is more important than possessions.

- Ask the bullied student to keep the bully guessing where she is by not having a routine.
  - Ask the bullied student to give the supervising adult (bus driver, bus monitor, teacher, etc.) a secret visible signal when she is being mistreated.
  - Tell the bullied student when she sees the bully walking toward her, walk over to an adult and start a conversation with them or walk into a crowd.
  - Explain that yelling can sometimes be effective, especially when she yells what she wants the bully to stop doing. It should be a forceful assertive yell and not one that expresses hurt or helplessness. For example, she might yell "Stop hitting me!" instead of saying "Leave me alone." This will draw attention to the situation and exactly what is happening.
  - Make sure faculty and staff are told to increase their supervision of the bullied student, bully, and the bully's helpers.
  - If appropriate, surround the bullied student with other students who will not bully them and who may be assertive with the bully and her helpers.
  - If appropriate, make sure an older student is asked to be the bullied student's "Helper" or "Buddy" to help supervise interactions of the student with others.
  - If possible, make sure the bullied student doesn't have to frequently walk past the student who bullies.
  - If the student is bullied as she gets off the bus or as she enters the school from the bus, ask that the bully be required to be the last one off the bus. In the afternoon, require the bully to be the last one to get on the bus.
  - If the student is bullied after a class in the halls, require the bully to be the last one to leave the classroom.
  - Make sure the student who bullies and her helpers stay in their assigned or re-assigned seats away from each other and the bullied student.
  - *Assertiveness Strategies for Victims:* If appropriate, share with the bullied student one or more of the assertiveness strategies discussed earlier in this document. *Note: Remember, bullied students can apply these strategies anytime and any place. Ask them to discuss these strategies with their parents, a teacher, or a counselor. These skills may not be effective if the student has not been taught to effectively use the skills or the student does not use them appropriately.*
- If video cameras are in the area where the bullying occurred, review the recordings. It is important to have the facts about what has happened. Sometimes students leave out critical information that affects your understanding of the incident.

**Step 8: (A) Approved Paperwork and Parents Contacted, if necessary.**

- Document what happened. Complete a conduct report or if the district has a Bullying Situation Report Form, complete it.
- Determine if the parents need to be called and who has permission to call the parents.

Meeting with the parents:

- Some bullying situations may require a meeting with the victim's parents and a separate meeting with the bully's parents. It is usually not wise to have both sets of parents in the same meeting.
- Prior to each meeting, gather information about the situation. Of course, it is possible that some of the intervention and prevention strategies have been implemented prior to the parent meeting. Also discuss anything you have done to keep the child safe.
- Prior to the meeting, discuss plans for the meeting with the appropriate school personnel. Seek their guidance for the meeting.

- At the meeting, discuss the school’s view of the problem and the need for intervention. Discuss the strategies (for example, negative consequences and pro-social strategies) that have already been implemented and whether these have been effective. Be sure to allow time for parents to voice their concerns and for you to answer their questions.
- Provide the parents with a plan they can implement at home. The plan may include resources and activities to meet the needs of their child, as well as to stop and prevent the bullying. An excellent resource to give parents of victims and bullies is *Protect Your Child from Bullying* (Beane, 2008); a book for victims is *How You Can Be Bully Free* (Beane, 2004).
- At the end of the meeting, tell the parents you will keep them informed, and ask them to keep you informed as well. The following steps can be time-consuming, but they are important and should be taken when it is deemed necessary. It may be necessary for more than one adult to conduct the interviews; for example, the counselor, school psychologist, and assistant principal.

**Step 10: Gather information from the bystanders, the bully, and the bully’s helpers. Immediately and privately interview them. Sometimes the school counselor or school psychologist conducts this interview.**

*Interview the bystanders (witnesses) separately and privately.*

- Find and schedule a private location for the interviews, one without windows, so that others cannot see you and the student.
- If the bystanders do not know you, introduce yourself, and tell them your position at the school.
- If they witnessed what happened, they must complete the *Bullying Witness Statement Form* (Attachment D). Of course, the child’s age and abilities will dictate the appropriateness of asking him or her to complete the form
- Ask the following questions. As you listen to their answers, do not appear judgmental. Use a firm yet gentle and respectful tone of voice throughout the interviews. Maintain a comfortable level of eye contact. Be mindful that some bystanders may be followers of the bully or encouragers of the mistreatment.
  - “What happened?”
  - “Did you or anyone else get physically hurt?”
  - “Did anyone’s property get damaged or stolen? If so, please explain.”
  - “How do you feel about what you saw?”
  - “Why would this be called bullying?”
  - “How would you feel if you were treated the same way?”
  - “How do you think the student felt?” (Describe to the followers and bystanders the impact you feel the bullying is having on the victim.)
  - “Did you feel a need to encourage or discourage the mistreatment? Why do you think you felt this way? What did you do? Did your actions encourage or discourage the bullying?”
  - “How do you feel now about what happened? What could you do differently next time?”
  - “What can you do to help the student feel a sense of belonging and acceptance?”
  - “What can you do to encourage others not to mistreat their peers?”
- Facilitate a problem-solving session with the followers and bystanders to discover ways they can help the victim and stop the bullying. Encourage them to carry out their plans or ideas and to tell an adult when they see someone mistreated. Explain that they will be “reporting,” not “ratting.” When they report, they are trying to help someone in trouble.
- Schedule a meeting with all the followers and bystanders in a week to assess their follow through with their plans to help the victim.

*Privately interview the bully and her helpers rapidly one after another.*

- If appropriate, ask another adult to observe the interviews and help record information.
- If a student does not know you, introduce yourself and say what your position is at the school.

- Let each student know why you are interviewing him or her. Say that you want to find out what happened and to discover ways to help the victim have a sense of belonging and acceptance.
- Do not appear judgmental. Use a firm yet gentle and respectful tone of voice throughout the interviews. Maintain a comfortable level of eye contact.
- Communicate the seriousness of the bullying behavior and the code of behavior that it violates.
- Do not accept comments such as, “It was all in fun.” or “He brings it on himself.” You cannot accept these as excuses. Make it clear that no one deserves to be bullied. Keep in mind that most students who bully will minimize or deny wrongdoing. Bullies often lie and get defensive, even antisocial.
- Ask the following questions:
  - “What did you do that has required that you meet with me?”
  - “Did anyone’s property get damaged or stolen? If so, please explain.”
  - “Why did you mistreat him or her?”
  - “What was wrong with what you did?”
  - “What did you want?”
  - “Did you get what you wanted? If not, why not?”
  - “What could you have done differently?”
  - “Will you be able to make a better behavior choice next time?”
  - “What will you do to make sure this doesn’t happen again?”
- During the interviews, make sure you communicate the following:
- You know they are engaging in bullying (state the specific behavior).
- Bullying is against school policy (state the possible consequences).
- The bullying must stop immediately.
- School personnel will be keeping an eye on this student.
- When appropriate, parents will be notified and kept informed.
- There will be follow-up meetings with everyone involved. At first, schedule the meetings every week.
- There will be serious consequences for retaliation.

**Step 11: Seek information about the bully, bully’s helpers, and victim from other school personnel and school volunteers. Make sure it is not hearsay.**

If appropriate and deemed necessary, develop intervention plans for the victim and bully. Responding to bullying is more than interviewing and applying consequences. It also involves developing an intervention plan to help the victim and to help the bully change his or her behavior. Developing such a plan may involve one or more school personnel and may include parents or guardians. The following are suggested steps to developing intervention plans.

- Complete the *Bully Free Intervention Questionnaire* (see Attachment E) and the *Bully Free Intervention Plan Form* for the victim (see Attachment E).
  - Make sure accurate information has been collected thus far.
  - Assess the needs of the victim by reviewing the completed Bully Free Intervention Questionnaire and studying the student’s school records. It will take time to find answers to all of the questions, but do not let unanswered questions prevent you from implementing a few strategies to help the victim. Of course, other strategies may be used to assess his or her needs. The Bully Free Intervention Questionnaire will trigger your thoughts about the student and drive you to discover more about the student and serve as a guide in determining how to help him or her secure a sense of belonging and acceptance and to cope with the bullying.
  - Determine when and how the parents need to be involved in development of an intervention plan. You may want to develop a preliminary plan before asking for their input.
  - Complete the *Bully Free Intervention Plan Form* (see Attachment E). As you answer some of the questions on the *Bully Free Intervention Questionnaire*, it is important to write down what needs to be done to help the victim. For example, the victim may need activities or counseling to enhance self-esteem or improve social skills. Or he or she may need to have certain behaviors modified that contribute to the mistreatment. The victim may also need to learn assertiveness

skills. After the plan is developed and implemented, schedule a time to review the effectiveness of the plan.

- Encourage school personnel to support the victim and monitor his or her interactions with others. However, make sure your discussions are professional, respectful of confidentiality, and conducted in private.
- Ask the victim to name an adult in the school to report to. At first, the reporting could occur on a daily basis, then weekly, and then monthly.

When you feel it is appropriate, recommend that the victim receive counseling, and refer the student to the guidance counselor or school psychologist. Once the victim has met with you and intervention and prevention strategies have been implemented, you should support the victim and encourage him or her to apply the selected strategies. Build the victim's confidence that he or she can cope with future bullying events if they occur and that the school will act appropriately to stop and prevent the bullying.

- Complete the *Bully Free Intervention Questionnaire* and the *Bully Free Intervention Plan Form* for the bully.
  - Make sure accurate information has been collected thus far.
  - Assess the needs of the bully by reviewing the *Bully Free Intervention Questionnaire* and studying the student's school records. It will take time to find answers to all of the questions, but do not let unanswered questions prevent you from implementing a few strategies to help the bully. Of course, other strategies may be used to assess his or her needs. The questionnaire will trigger your thoughts about the student and drive you to discover more about him or her and serve as a guide in determining how to help the bully change.
  - Determine when and how the parents need to be involved in developing an intervention plan. You may want to prepare a preliminary plan before asking for their input.
  - Complete the *Bully Free Intervention Plan Form* (see Attachment E). As you answer some of the questions on the questionnaire, write down on the intervention form what needs to be done to help the bully. For example, the bully may need activities or counseling to boost his or her self-esteem, negative consequences may need to be applied, and a behavioral contract may need to be written. After the plan is developed and implemented, schedule a time to review the effectiveness of the plan.
  - Encourage school personnel to reinforce the bully for appropriate behavior and monitor his or her interaction with others. However, make sure your discussions are professional, respectful of confidentiality, and private.
  - Ask the bully to name an adult in the school to report to. At first, the reporting could occur on a daily basis, then weekly, and then monthly.

If it appears that the bully will continue mistreating others unless he or she receives counseling, refer the student to the guidance counselor or school psychologist. Once the bully has met with you and the planned intervention and strategies have been implemented, encourage him or her to apply the selected strategies. Build the bully's confidence that he or she can change, but say that there will be significant consequences if there is no change.

### **Responsibilities of the Supportive Personnel**

In order to help victims cope with their feelings and the bullying, other adults may need to be involved. This is especially true of efforts to change the behavior of bullies. More intense prevention and intervention strategies may be needed that require the involvement of support personnel.

Some of the specific steps that may be taken by supportive school personnel are:

- *Step 1:* Read and study the Bullying Situation Report completed by the adult who first responded to the bullying.
- *Step 2:* Privately and separately interview the victim, bully, and bystanders and cross-check information documented in the Bullying Situation Report. Ask the same questions asked earlier by the adult initially responding to the bullying.
- *Step 3:* Keep the parents of the victim and the bully informed, and seek their cooperation in designing an appropriate plan of action. Modify or develop a new Bully Free Intervention Plan for the victim and bully.
- *Step 4:* Determine what additional negative or reductive consequences (see Step 9) should be applied. Apply consequences for the bullies that are supported by school board policies and local, state, and federal laws. The consequences imposed should be responsible, restorative, and respectful of both the student who has been bullied and the student who bullied.
- *Step 5:* Determine if additional preventive strategies need to be used and what those should be.
- *Step 6:* Maintain open communication and contact with the victim, bully, and bystanders. Frequently meet with them to discuss progress toward improvement of the bullying situation. When accepting and supportive behavior is observed, reward them with positive consequences.

### **Responsibilities of the Administration**

When a behavior has been determined to be of such a magnitude that it needs administrative interventions or when all efforts of the teachers and supportive personnel have failed, the principal or his or her designee will work with all parties to stop and prevent the bullying. The administration may determine that more severe consequences need to be applied. An outside agency, such as the police, may even be used. In fact, some threats must be reported to the police.

## Bully Free Statement Sheet—Reported Victim

Name of Student (Print): \_\_\_\_\_ Date: \_\_\_\_\_

What is your reaction to the rumor? (Answer only if you have not reported it yourself.)

Is the rumor accurate? (check one) \_\_\_ Yes \_\_\_ No

Who has been bullying you?

Exactly how has this person bullied you? (If necessary, use the back of this sheet.)

Has this person bullied you before?

How often does it happen?

When and where does the bullying occur?

Who saw it happen, and what did they do?

Have you told any adults (for example, teachers, parents) about it? If so, what was the adult's response?

What did you do?

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** This form must be filed in a confidential and secured location.

## Bully Free Statement Sheet—Accused

Name of Student (Print): \_\_\_\_\_ Date: \_\_\_\_\_

What is your reaction to the rumor?

Is the rumor accurate? (check one) \_\_\_ Yes \_\_\_ No

If the rumor is not accurate, what would you change?

If this was accurate, why would it be bullying, which is against the rules?

What are the consequences for bullying in our school?

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** This form must be filed in a confidential and secured location.

## Bullying Witness Statement Form

This is form *must* be completed by witnesses of the alleged bullying. One form must be completed by each witness. All statements that relate to the bullying incident should be attached to the Bullying Situation Report.

Name of Witness: (Print)	Title: (Circle One) Student Parent Staff	Interview Date:
Victim Name: (Print)	Accused Name: (Print)	Incident Date:
Name of Interviewer: (Print)	Title of Interviewer:	

When and where did the incident occur?

What happened?

What was your response, and did your response help the person mistreated?

Who were the other witnesses?

List and attach, if possible, evidence of bullying (for example, photos, notes, letters, damaged property).

I agree that all of the above information is true and accurate to the best of my knowledge.

Signature of Witness: \_\_\_\_\_ Date: \_\_\_\_\_

Name of person receiving this form: \_\_\_\_\_ Date: \_\_\_\_\_

## Bullying Situation Report

**Instructions:** Complete the form, make a copy, and submit the original to the Principal's Office.

**Report Number** (assigned by Principal's Office): \_\_\_\_\_

**Check one:** \_\_\_\_\_ Suspected bullying situation \_\_\_\_\_ Confirmed bullying situation

**Date:** \_\_\_\_\_ **Signature of reporting adult:** \_\_\_\_\_

**Name of victim:** \_\_\_\_\_ **Grade of victim:** \_\_\_\_\_

**Name of bully:** \_\_\_\_\_ **Grade of bully:** \_\_\_\_\_

**Names of followers (if any):** \_\_\_\_\_

**Other witnesses/bystanders:** \_\_\_\_\_

**Circle all of the bullying behaviors that the victim has experienced.**

Hurtful teasing	Stealing or damaging property	Spitting on him or her
Hurtful name-calling	Pushing	Hitting and punching
Insulting remarks	Tripping	Slapping
Spreading lies and rumors, destroying reputation	Grabbing	Slamming with shoulder
Socially rejecting	Pinching	Kicking
Sending nasty notes or hate notes	Restraining	Threats
Eye-rolling/"the look"	Hurtful graffiti	Stalking
Other (Specify):		

**Circle where and when the behaviors have been observed. Circle all that apply.**

Bathroom	Hallway	Stairwell
Classroom	Cafeteria	Locker room
Gym	Library	Waiting for bus before school
Waiting for the bus after school	Parking lot	Other: (Specify)

**Have you (the reporter) observed any mistreatment of this individual?** \_\_\_ Yes \_\_\_ No

**Circle the specific actions taken thus far to prevent and stop the bullying.**

Verbal warning and conference with student	Loss of privileges	Restitution
Telephoned parent	Parent conference	Special assignment
Detention	Saturday school	Isolation, time-out
Other: (Specify)		

**Approximately how long has the student been bullied?** \_\_\_\_\_

Parent(s) contacted by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Parent(s) contacted by: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Administrative response taken:

Summary of telephone conversation with parent/guardian

*Use the back of this form as necessary for additional comments. If additional pages are needed, number, date, and initial those pages. Attach all relevant notes.*

## Bully Free Intervention Questionnaire

<b>Date:</b>	<b>Name of School Official Completing Form:</b>		
<b>Student's Name:</b>	<b>Grade:</b>	<b>Age:</b>	
<b>Check One:</b> <input type="checkbox"/> <b>Victim</b> <input type="checkbox"/> <b>Bully</b>			

*Instructions:* Answer the following questions. Some of the questions may require additional research and even testing by the school counselor or psychologist. Do not let having unanswered questions prevent you from completing the Bully Free Intervention Plan Form and implementing prevention and intervention strategies.

As you try to help both the victim and bully, seek to answer the following questions that apply to the student. Some of the questions may be more appropriate for the victim or the bully. Most questions are appropriate for both.

### Bullying Situation

What is the nature of the bullying? Check all that apply.

- Physical
- Verbal
- Social/relational
- Cyber bullying

Comments:

What is the specific bullying behavior?

Where and when is the bullying occurring?

How long has the student been bullied? Have they tried to keep it a secret? If so, how did that make them feel?

Who is the main aggressor and who are the followers bullying the student?

Do the student's parents know about the bullying?

What adults at school have observed the bullying? What was their response?

To whom at school has the student reported?

Has the safety plan developed earlier for the victim been effective? If not, what changes need to be made?

Is he or she being abused in other environments (for example, home, neighborhood, scouts, church)?

Has the student been told to report to an adult on a regular basis regarding his or her treatment? If so, who is the adult, and has the student been making these reports?

### **Physical Needs**

Has the student lost weight because of bullying?

Does the victim have injuries because of bullying?

Has the student injured themselves?

Has the student made visits to the school nurse? If so, for what reasons and when were the visits?

Does the student have any features or other characteristics contributing to his or her mistreatment (for example, physical, clothing, hygiene)?

Is the student experimenting with alcohol, drugs, or sex to experience pleasure?

What are the eating habits of the student?

Does the student exercise?

Is the student physically weak for his or her age?

How many hours of sleep is the student getting?

Does the student have trouble sleeping and/or trouble staying asleep because of the bullying?

## **Psychological Needs**

Does the student sometime deny they are being bullied?

How fearful is the student?

When and where is the student most fearful?

What is the student's level of anxiety?

Does the student feel helpless?

Does the student exhibit any signs of confusion and cognitive disorganization?

Is the student depressed?

Is the student receiving counseling outside school?

Does the student seem to expect to be rejected by others?

Does the student feel that his or her situation is hopeless? If so why?

Does the student review and assess his situation at night before going to sleep?

Does the student expect the bullying to get worse or better?

Does the student expect the bullying to last a long time or be over soon?

Does the student feel defective and that he or she deserves to be mistreated?

How angry is the student?

Does the student have feelings of hate?

Does the student feel lonely?

Does the student feel rage?

Does the student desire and/or fantasize revenge?

Does the student have nightmares about the bullying?

Does the student mentally review or revisit his or her mistreatment? If so when, and how often?

Does the student have flashbacks?

Does the student feel humiliated and embarrassed?

Are there feelings of shame? If so, what are these about?

How stressed is the student?

Does the student have an overall positive self-esteem?

Are there areas (for example, art, music, games, sports) where the student has a positive self-esteem?

Does the student have adequate self-confidence to be assertive?

Does the student feel trapped?

Does the student feel his or her life is out of control?

Has the student become a victim and bully? Who are they bullying?

Does the student have thoughts of suicide? Has the student planned suicide? Has the student attempted suicide?

### **Social Needs**

Can the student explain the importance of the Golden Rule?

Does the student participate in school activities?

Does the student have a best friend?

Does he or she seek the company of wrong friends (gangs, cults, hate groups, drug groups)?

Does the student stay inside at night because of the bullying at school?

Does the student prefer not to go places in the community because they are fearful they will see the bullies?

Does the student respect authority figures?

Does the student have any significant relationships with adults at school? If so, who are they?

Who are the followers of this student?

How is the student treated in the neighborhood, at church, etc.?

Are there places the student is avoiding because of the bully?

Are there activities that the student has always enjoyed but has discontinued because of bullying?

### **Behavioral Needs**

Does the student have social skills that need to be improved?

Does the student engage in any behaviors that contribute to his or her mistreatment?

How does the student use his or her free time (hobbies, sports, clubs, youth groups or organizations)?

Is the student attracted to violence in books, video games, movies, and other media?

What assertiveness skills does the student need to learn and use?

What skills, abilities, and talents does the student have?

Is he or she cruel to animals?

Does the student demonstrate a lack of empathy?

### **Academic Needs**

Has the student's motivation to learn been impacted?

What are the student's grades?

Has there been a significant change in grades?

What has the student's school attendance been like?

Has the student thought about dropping out of school?

### **Spiritual Needs**

Does the student have personal goals?

Does the student have connections with any faith-based organizations such as youth groups?

### **Family**

What is the student's home environment like (relationships with parents and siblings, and level of supervision)?

What is the discipline style of parents (permissive, overly aggressive)?

Does the student have any meaningful relationships with extended family such as grandparents, cousins, or aunts or uncles?

Are there siblings at home? If so, do they mistreat him or her, or does he or she mistreat siblings at home?

Does the student have older siblings attending this school?

### **Other**

Does the student have access to weapons (knives, guns, and so on)?

Does the student play violent video games?

Does the student visit violent websites?

Does the student enjoy violent movies?

# Bully Free Intervention Plan Form

## Instructions

- Complete the demographic data at the top of the Bully Free Intervention Plan Form. After examining the answers to the questions on the questionnaire, review some of the intervention strategies in this section and write down the prevention and intervention strategies deemed most appropriate. If additional space is needed, use the back of the form.
- Dates to review plan: Indicate the date you wish to review the plan with the student. This will vary according to the student and the intensity of the bullying. Some plans need to be reviewed weekly for a few weeks; some may need to be reviewed less often.
- Signature of school official: Sign the plan.
- Signature of student (when age appropriate): Ask the student to sign the plan.
- Dates reviewed and notes: Each time the plan is reviewed for effectiveness, record the date and notes regarding its effectiveness and any changes were made.
- School official initials: Each time you review the plan with the student and make notes, place your initials in the corresponding column to the right.
- Student initials (when age appropriate): When it is age appropriate, ask the student to write his or her initials to the right of the review notes.

## Instructions for Bully Free Intervention Plan Form

**Complete the demographic data at the top of the Bully Free Intervention Plan Form.**

**Intervention Strategies:** After examining the answers to the questions on the Bully Free Intervention Questionnaire, review some of the prevention and intervention strategies included in the Bully Free Program and other sources, and write down the strategies deemed most appropriate. If additional space is needed, use the back of the form.

**Dates to review plan:** Indicate the date you wish to review the plan with the student. This will vary according to the student and the intensity of the bullying. Some plans need to be reviewed weekly for a few weeks; some may need to be reviewed less often.

**Signature of school official:** Sign the plan.

**Signature of student (when age appropriate):** Ask the student to sign the plan.

**Dates reviewed and notes:** Each time the plan is reviewed for effectiveness, record the date and notes regarding its effectiveness and any changes that were made.

**School official initials:** Each time you review the plan with the student and make notes, place your initials in the corresponding column to the right.

**Student initials (when age appropriate):** Ask the student to write his or her initials to the right of the review notes.

**Note:** You may find it helpful to involve parents or guardians and other professionals in the development of the intervention plan. Also consider sharing the plan with the parents or guardians—they have an important role to play.

## Bully Free Intervention Plan Form

<b>Date:</b>	<b>Name of School Official Completing Form:</b>		
<b>Student's Name:</b>		<b>Grade:</b>	<b>Age:</b>
<b>Check One: <input type="checkbox"/> Victim's Plan <input type="checkbox"/> Bully's Plan</b>			

**Intervention Strategies (may use back of form):**

**Date(s) to review plan:** \_\_\_\_\_

**Signature of school official:** \_\_\_\_\_

**Signature of student (when age appropriate):** \_\_\_\_\_

Dates Reviewed and Notes	School Official Initials	Student Initials (when age appropriate)

*Note:* Once completed, this form should be filed in the designated secured area to ensure confidentiality.