



UNIVERSAL CREIGHTON CHARTER SCHOOL

Universal Creighton Charter School Bullying Prevention and Intervention Programs

It is the policy of the Universal Creighton Charter School to maintain learning environments that are free from harassment or bullying based on an individual's real or perceived race, color, sex, religion, creed, political belief, age, national origin, linguistic or language differences, sexual orientation, gender identity/expression (this includes gay, lesbian, bisexual, and transgendered students), socioeconomic status, neighborhood or public housing affiliation or status, special education designation, parental status or physical, mental, or sensory disability.

This Bullying Policy is not limited to the aforementioned categories, but is meant to be inclusive of all intentional actions (both in person and on line (Cyber-Bullying) that negatively impact a student's educational experience or impede them from taking full advantage of the educational and extracurricular opportunities offered by the Universal Creighton Charter School. The Universal Family prohibits any and all forms of harassment or bullying on School property or Universal Family sanctioned events. This policy also covers any actions that occur while a student is traveling to and from school, on school grounds, in school vehicles, at a designated bus stop, or at any off-site activity sponsored by the school as well as any bullying activity that occurs through any electronic means – even though it may not take place in a school setting.

Universal prohibits all forms of bullying by scholars, principals, teachers, and staff, and further prohibits revenge or retaliation against individuals who report these acts or who targets, witnesses and/or bystanders. Scholars or parents/guardians of scholars who have been bullied or witness bullying should immediately report such incidents to the principal or designee, or to any other member of the school staff, including teachers, guidance counselors, coaches and administrators. Any staff member who receives such a report shall immediately notify the principal or designee of the report.

All reports and complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained and all parties will be treated with dignity and shall be afforded due process.

What will happen if a scholar bullies another member of the Universal Creighton Community?

If an investigation determines that the accused engaged in the bullying behavior, the school will take prompt action to reasonably end the bullying and prevent the bullying from recurring. Because bullying involves an imbalance of power, mediation and conflict resolution will not be used to resolve an incident of bullying. When appropriate, scholars who have been found to violate this policy will receive instruction or training on why their actions were inappropriate and/or hurtful. If the allegations are confirmed, the building principal or designee shall: *unities*
...Changing Lives

1. Inform the scholar(s) found to have violated this policy and his/her parents/guardians the results of the investigation, including the actions of the scholar and the consequences for his/her actions.
2. Review the definition of bullying and the policy on bullying with the scholars(s) and his/her parents/guardians.
3. Administer the appropriate response and/or consequences for the behavior.
4. Notify the complainant and/or victim of the incident of results of the investigation and the school's action(s) to address the complaint.

Some of the proactive initiatives that Universal Creighton utilizes to reduce and address bullying before it begins are:

SCHOOL-WIDE POSITIVE BEHAVIOR PROGRAM

At Universal Creighton, we have developed and emphasize a school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. As a school community we work to instill four school-wide character traits: Respectful, Responsible, Ready, and Reflective. There is a continuum of positive behavior support for all students in school that is implemented in all environments: classroom, hallway, lunchroom, schoolyard, and bathrooms. We utilize Class Dojo to recognize and reward students for displays of appropriate behavior. Dojo points are accumulated, and at the end of the month, if students have earned the required amount of points, they are rewarded by participating in various activities: assemblies, dances, pizza parties, movie and popcorn, play days, etc. In our K-2 classroom we implement the Power of Three which teaches students to: Take Care of Self, Take Care of Others, and Take Care of Classroom.

ZONES OF REGULATION

For some of our more challenging and /or fragile population, we utilize the Zones of Regulation curriculum. This curriculum is designed to foster self-regulation and emotional control by students. Students gain skills in consciously regulating their actions, which in turn, leads to increased control and problem-solving abilities. The curriculum activity is designed to help students recognize when they are in certain "states." Students also learn strategies to help them stay in a "zone" or move from one "zone" to another.

RESTORATIVE PRACTICES

Restorative practices are a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making. Restorative practices is a discipline model whose goal is to repair harm that has been done, versus punishment for the harm that has been done.

The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them.



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At Universal Creighton, we utilize the classroom circle model of restorative practices to address behavior concerns daily/weekly or as needed. Within the classroom circle model, we ask the following questions:

When challenging behavior happens: (Guiding Questions)

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected: (Guiding Questions)

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

MENTOR ADULT - CHECK IN/CHECK OUT

A mentor is a caring, adult who devotes time to a young person. Although mentors can fill any number of different roles, all mentors have the same goal in common: to help young people achieve their potential and discover their strengths. A mentor's main purpose is to help a young person define individual goals and find ways to achieve them. At Universal Creighton, Deans, Counselors, Support Staff, and Teachers work with individual students to help guide and support them in making wise school decisions. These school-based adults employ a check in/check out system whereby they meet with individual students at least twice a day (morning and end of the day) to ensure that students begin the day in a positive frame of mind and to remind them of their goals and then again at the end of the day to acknowledge goals met and/or reflect on what students can do differently when goals are not met.

Cyber Bullying

This happens when a student(s) send or post text and/or images intended to cause hurt or embarrass another student(s) by use of electronic devices through means of email, instant messaging, text messages, blogs, cell phones, social websites (Instagram, Snap Chat, Facebook, Twitter, YouTube) or any other electronic means. All reports and complaints of bullying shall be investigated promptly and thoroughly, and corrective action shall be taken when allegations are substantiated. Confidentiality of all parties shall be maintained and all parties will be treated with dignity and shall be afforded due process.