



BULLYING PREVENTION AND INTERVENTION PLAN

It is our mission at the Chamberlain School to “provide comprehensive and diverse therapeutic programming in an environment which inspires academic success and personal growth. We motivate and support our students throughout their school experience and teach them to recognize, nurture, and celebrate their individual strengths as they prepare for life”.

Our student population is unique due to the student’s clinical diagnostic profile, which would include social skills deficit and/or autistic spectrum disorders. There are many tools built into the program to build a school climate which allows for students to encourage positive communication, and build connectedness within the school atmosphere.

General Statement of Policy

The school is committed to providing our students equal educational opportunities in a safe learning environment free from harassment, bullying, cyber-bullying, retaliation, discrimination, and hate crimes. This Bullying Prevention Plan applies to students as well as members of the school’s staff, including, but not limited to educators, administrators, school nurses, clinical staff, dorm counselors, maintenance staff, and all other staff members. The school prohibits these behaviors on school grounds, on school-sponsored trips, or school related activities. This behavior is also prohibited when it takes place off school grounds but it disrupts the school environment, disrupts the education process or orderly operation of the school. The administration investigates all reports/complaints and violators will be subject to appropriate disciplinary and/or corrective action to end the behavior, prevent its reoccurrence, and protect the individual from bullying or retaliation in the future. The Treatment team will evaluate if the behavior is a manifestation of the student’s disability, whether the target or the aggressor, and will make changes to treatment goals if warranted. All students are provided with the skills, knowledge, and strategies they need to prevent, respond, or report bullying behavior.

This plan recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identify or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Chamberlain has developed policy and training in collaboration with the Massachusetts Aggression Reduction Center (MARC) at the Bridgewater State University.

MARC has provided the school with the following services:

- a. Train the Trainer Workshops
- b. Student Surveys with data collection
- c. Faculty Surveys with data collection
- d. Faculty Training
- e. Parent Information/Handouts (which can be found on both the MARC website and Chamberlain School's website)

I. Definitions:

Bullying is defined as the repeated use by one or more students or by a member of school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, and it is directed at a person so that it causes one or more of the following: a.) causes physical or emotional harm to this person or damage to this person's property; b.) places this person in reasonable fear of harm to himself or of damage to his property; c.) creates a hostile environment at school for this person; d.) infringes on the rights of this person at school; or e.) materially and substantially disrupts the education process of a school.

Bullying is behavior that is intended to cause some kind of harm, the person doing the bullying purposely says or does something to hurt the target. According to recognized research, imbalance of power or perceived imbalance of power can be an important element in determining bullying.

Cyber-bullying is bullying through the use of technology or any electronic communications which makes a real threat or substantial disruption to the school climate.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during investigation of bullying, or witnesses or has reliable information about bullying.

Peer Conflict refers to a mutual disagreement or hostility between peers or peer groups. It is characterized as conflict between people of equal or similar power: it occurs occasionally; it is unplanned. Peer conflict does not seek power or attention, however, peer conflict can escalate into violence. Those involved in violence or aggression usually have comparable emotional reactions, demonstrate some remorse and actively try to resolve the problem.

Related to Disability refers to an important role in student's perception and ability to navigate social relationships. Some students may be more vulnerable based on actual or perceived differentiating characteristics. They may have limited insight into social processes; may not be aware of consequences of their own behavior thus may come across as the bully; they may have difficulty understanding the intent of others; cannot interpret social situations correctly.

Steps will be taken to assist vulnerable students.

Aggressor refers to a student or member of school staff, who engages in bullying or retaliation towards a student.

Target refers to a student against whom bullying, cyberbullying or retaliation has occurred.

II. Purpose of the Plan

The Bullying Prevention and Intervention Plan is intended to function as a guide to address bullying, cyber-bullying, and retaliation. The Chamberlain School is committed to working with students, staff, families, law enforcement (as needed), to prevent issues of bullying and retaliation. The Program Director and Designee are responsible for the implementation and oversight of this Plan.

III. Comprehensive Therapeutic Services and Bullying Prevention Program

Chamberlain School is a therapeutic boarding school which educates many students with not only learning challenges, but also social emotional challenges. These vulnerable students are offered a variety of treatment modalities to provide them with skills, knowledge, and strategies to help prevent or respond to bullying incidents. These treatment modalities/services include, but are not limited, to the following:

- A. Individual Counseling
- B. Group Therapy
- C. Safety Assessments/Crisis Intervention
- D. Student Team Manager check-ins
- E. Psychiatrist Consultation
- F. Speech & Language Services
- G. Occupational Therapy Services
- H. IEP Goals
- I. Student Treatment Plans
- J. Behavior Strategy Plans/Proactive Plans
- K. Safety Plans

IV. Bullying Prevention Plan

1. In collaboration with MARC, Chamberlain conducts periodic (not to exceed every 4 years) surveys with students and faculty, to collect important data to identify school needs and school success in addressing bullying behavior. The data collected from these surveys is used to assess the effectiveness of the bullying prevention curricula and instruction.
2. Students are provided with instruction on bullying/cyberbullying prevention curriculum, using an evidenced based curriculum. We are using age and developmentally appropriate curriculum.
3. Chamberlain schedules an annual “Internet Safety” training in collaboration with the Plymouth District Attorney’s Office. The Assistant District Attorney facilitates this training to the student body at yearly assembly to review all aspects of internet use, including safety, criminal acts, as well as cyberbullying.
4. This plan will be reviewed and updated biennially, as required.

V. Building a Positive School Climate by:

- Educating staff on the needs of student population
- Recognizing and respond to gateway behavior
- Using collaborative problem solving techniques to address conflict
- Fostering and understanding and respect for diversity and differences
- Encouraging and modeling appropriate, respectful language
- Providing volunteer opportunities in the community for “giving back” and encourage a positive sense of community
- Engaging in school wide events to cultivate a sense of school pride
- Fostering kindness and empathy through daily interactions amongst students and staff
- Teaching students coping strategies to assist them in emotion regulation and anger management
- Providing therapeutic services to students and crisis intervention as necessary
- Building a sense of community by coordinating and facilitating school wide events
- Promoting an atmosphere of respect and inclusion
- Recognizing and acknowledging student achievements
- Encouraging open communication and connectedness

VI. Professional Development

Professional training will help all faculty (including administrators, educators, school nurses, office personnel, dorm counselors, and other paraprofessionals) build additional skills which are designed to better enable them to identify and respond effectively to bullying and peer conflict. The goal of professional development is to create a school climate which fosters safety, respect for diversity and cultivates kindness and empathy. All faculty are required to participate in this training upon hire and annually thereafter. The training includes, but not be limited to:

- a. Define what constitutes bullying behavior
- b. Developmentally appropriate strategies for immediate, effective interventions to reduce/prevent bullying incidents
- c. Develop strategies to respond immediately to stop bullying incidents.
- d. An overview of the complex nature of the psychological needs of our students. Trainings designed to assist faculty in identifying the students who may require specific social skills training for students which may include reading and interpreting social cues, appropriate social reactions and developing self advocacy skills.
- e. Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying
- f. Research findings on bullying, including information about specific categories of students who have been shown to be at risk for bullying in the school environment
- g. Information on the incidence and nature of cyber-bullying
- h. Internet safety issues as they relate to cyber-bullying

- i. Students with a disability which affect's their social skill development or are on the autism spectrum will have IEPs' which specifically address skill development in the areas of avoiding and responding to bullying, harassment or teasing.

VII. Policy Dissemination

Faculty:

At the beginning of each school year, the school distributes this policy to all employees, and a copy is also available both on the school employee database and in the front office.

Students:

Each new student enrollment will have a summary of this Policy in their enrollment packet.

Parents:

- Upon enrollment to the school, parents receive a copy of this policy in their parent handbook
- The school includes this policy on the school's website. Also on the school website is information on how parents can reinforce this at home, including information on online safety and cyber-bullying.
- A summary of this policy is provided to parents and students annually.
- The school will translate this policy into the non-English language spoken at home if deemed necessary.
- The school will make available to parents and provide training as needed. The focus of this training will be on the dynamics of bullying, strategies for on-line safety and cyberbullying and affective ways parents can reinforce the school's bullying prevention curriculum at home.

VIII. Reporting Procedures

All reports of bullying, cyberbullying or retaliation is made to the Program Director or designee. It is the Program Director or designee responsibility to receive all such reports.

1. Students or parents may report incidents of bullying or retaliation in several different ways:
 - Verbal – a parent or student may verbally report this to a faculty member. The faculty member will then complete an incident report outlining the allegation and will submit this to the Program Director
 - Written – a letter or email can be forwarded to a faculty member. This information will then be submitted to the Program Director
 - Anonymous - reports may be made by a student, parent, or other individuals who are not school faculty; however, no disciplinary action shall be taken against a student solely on the basis of an anonymous report. These reports or allegations of bullying, cyberbullying or retaliation can be made to the Program Director and can be made in writing, or through voicemail.

2. Faculty are required to report any rumors of bullying and any taunting behavior. This may be done several ways: reporting this to a Supervisor, documenting it in student behavioral notes, or documenting it in morning/afternoon meeting forum. The Program Director or designee will review these “rumors” and make a determination if an investigation is warranted.
3. Any bullying or retaliation incident that is witnessed or reported to a faculty member requires a written incident report. This report (see attached) will be submitted to the Program Director.
4. All reported incidences of bullying or retaliation will be responded to and investigated. Any student who knowingly makes a false accusation of bullying or retaliation may be subject to disciplinary or corrective action.
5. Parents of both the target/aggressor will be informed of any investigations and outcome.
6. Chamberlain will report the following data to DESE as required:
 - a. The number of reported allegations of bullying or retaliation
 - b. The number and nature of substantiated incidents of bullying or retaliation
 - c. The number of students disciplined for engaging in bullying or retaliation

IX. Responsibilities and Responding to a Report of Bullying or Retaliation

Each individual faculty member is responsible for:

1. Promoting a safe environment conducive to learning.
2. Respond appropriately to eliminate harassment, bullying, discrimination, retaliation or a hate crime on school grounds or in a school-related activity.
3. Follow the school’s Therapeutic Management Program by intervening when witnessing any inappropriate behavior.
4. Verbally report any suspected incidences or rumors related to harassment, bullying, discrimination, retaliation, or a hate crime to your direct Supervisor.
5. Complete a written incident report for any significant information or witnessed incidences concerning harassment, bullying, discrimination, retaliation or a hate crime. Submit this incident report to your Supervisor prior to the end of your shift.
6. Immediately ensure the safety of the target and communicate incident with student’s Clinician/STM so that counseling session can be arranged.
7. Notify parents of incidents (both target and aggressor’s parents’)

The Program Director or designee is responsible for:

1. Reviewing and signing all incident reports related to bullying, cyber-bullying or retaliation
2. Determine if incident meets bullying, cyberbullying or retaliation definition
3. Restoring a sense of safety to the alleged target as well as within the school and ensuring a plan is in place for prevention
4. Log all reports of bullying, cyberbullying or retaliation incidents to review for “repetitive behavior”
5. Conducting Administrative Reviews as deemed necessary
6. Conducting Internal Investigations and include the following:
 - Collecting any relevant incident report or complaint
 - Interview target and aggressor, separately

- Interview witnesses (staff/peers), where available
 - Gather any related documents: video evidence, social media comments, etc
 - Complete Bullying Investigation Report
 - Make determination if behavior constitutes bullying
 - Assess & identify plan for target
 - Assess and identify plan for aggressor, including disciplinary action
 - This investigation will be completed in a timely manner, not to exceed 7 school days following date of initial report
 - Contact both parents to notify them of investigation and findings. The school may not disclose specific information regarding the disciplinary action taken against the aggressor. The school may not disclose information from student records to a parent unless the information is about the parent's own child.
 - If criminal charges may be warranted, will notify the Middleboro Police Dept.
7. Define the disciplinary actions that may be taken for bullying or retaliation, while being certain to balance the need for accountability with the need to teach appropriate behavior
 8. Notification to law enforcement agency when criminal charges may be pursued against the aggressor
 9. Notify parents of both target and the aggressor about the results of investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation

The Program Director is responsible for the oversight of this plan at the school. If an incident of bullying or retaliation involves students from more than one school, the school first informed of the bullying or retaliation shall promptly notify the appropriate administrator of the other school district so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in the school, the school shall contact local law enforcement.

X. Problem Resolution System

A parent/guardian who wishes to file a claim/concern or is seeking assistance outside of the school, may do so with the Department of Elementary and Secondary Education Program Resolution System. This information can be found on their website at <http://www.doe.mass.edu>. Hard copies can also be obtained by contacting the Program Director.

XI. Protection

a. Against Retaliation: Threats or acts of retaliation are serious offenses that will be taken seriously and are subject to disciplinary action or other corrective action. These threats may include person-to-person, by electronic means, or through third parties.

b. Protection of Others: The Program Director will implement strategies for protecting a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. These strategies will be determined based on the clinical needs of the individual student.

The strategies may include: keeping the student's identity anonymous; providing limited exposure to the alleged aggressor; or other interventions the Treatment Team determines is warranted.

c. Protection for All: Consistent with state and federal laws, and the policies of the school, no person shall be discriminated against in admission to the school or obtaining the advantages, privileges or courses of study on the account of race, color, sex, religion, national origin, or sexual orientation. Nothing in this plan prevents the school from taking action to remediate discrimination or harassment based on the person's membership in a legally protected category under local state or federal law.

In addition, nothing in this plan is designed or intended to limit the authority of the school to take disciplinary action in response to violent, harmful or disruptive behavior regardless of whether this plan covers the behavior.

XII. Responses to Bullying or Retaliation

Chamberlain School incorporates a range of individualized strategies and interventions to prevent further incidences of bullying or retaliation. These strategies will be consistent with the philosophy of the School, the school's Collaborative Proactive Solution Policy and will place an equal amount of emphasis on teaching appropriate skills as it does on accountability.

Students found to be committing acts of bullying will:

- Participate in a Plan B Strategy meeting: which will include any disciplinary action taken, education needed to teach appropriate behavior, and clinical support to assist student in building more adaptive behaviors.
- A Bullying Prevention assignment may be assigned.
- Be expected to follow any of the guidelines established in the target's *individual support plan*. This may include, but is not limited to, assigned seating or schedule modifications.
- Repeated acts of bullying shall require the treatment team to meet to identify specific alternative strategies to use with the student. This may include interventions requiring implementation at home with parents or reduction of home visitation.
- The development of a Safety Plan if deemed necessary.
- Counseling services will continue to be provided with the added focus of identifying goals to address this behavior
- Any family member requesting or needing counseling follow-up as a result of this incident, will be encouraged to participate in on-campus counseling or a referral will be provided to an agency closer to family's home
- If all interventions do not curb the repeated bullying behavior a TEAM meeting shall be convened to determine other options for intervention, changes to the IEP and/or alternative placements which may be better able to address the behavior.
- Police consultation, when appropriate will be initiated by the Program Director to determine if an incident is serious enough to warrant police involvement. If after consultation, criminal charges are warranted, the school will take direction from and cooperate with law enforcement.

Chamberlain School will provide counseling services to any family member of the target and/or aggressor as part of the safety plan described above.

False Reporting: Any student who knowingly makes a false accusation of bullying or retaliation may be subject to disciplinary or corrective action.

XIII. Individual Support Plan

In order to support the target of bullying, a plan will be developed to restore a sense of safety to the alleged target. This plan will include the following elements:

1. Upon witnessing bullying a faculty member will immediately redirect the aggressor and allow the target to move on with class/schedule.
2. If warranted further action will be taken in accordance with the plan above.
3. The clinician will be notified of the actions of the aggressor, as well as the treatment team will also be informed via end of the shift behavioral log.
4. The target will be supported by faculty in a private manner
5. The target will be empowered to develop an *individual support plan*. This plan may include predetermined seating arrangements for both the target and the aggressor during class or mealtimes, identification of a “safe person” or altering the aggressor’s schedule to minimize exposure.
6. The team members will develop and implement an immediate safety response to ensure no further bullying or retaliation incidents are likely.
7. Counseling services will continue and will address any issues pertaining to this incident
8. In addition, any family member requesting or needing counseling follow up will be encouraged to participate in on-campus counseling services or a referral can be provided to an outside agency closer to family’s home.
9. The clinician will work with target in teaching them appropriate coping strategies as well as empowering the target.

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**Alleged Bullying
Incident Report**

Date of Incident: _____ Date of This Report: _____

Staff Member Writing this Report: _____

Alleged Target: _____

Alleged Aggressor(s): _____

Name of Witnesses(es) who saw this incident: _____

Where alleged incident occurred: _____

Please check off below:

1. Type of Alleged Bullying:

- Cyber Bullying (attach any copies of text msgs., facebook posts, etc)
- Verbal
- Physical

Did it result in a physical injury: Yes or No (please circle)

If yes, did student visit the nurse? Yes or No (please circle)

If no, please explain _____

2. Describe in details this incident, be specific in describing behaviors reported, observed or witnessed:

3. The Target and Aggressor(s) are considered:

- Friends
- Never Friends
- Occasional Friends

4. The Intent of the Aggressor:
 - No intent to harm
 - Yes, was intentional Harm

5. Their relationship has been viewed as:
 - Friendly
 - Mutual
 - Positive
 - Negative
 - Aggressive
 - Tense
 - Hostile

6. Has the target had other instances of similar conflict with this aggressor, that you are aware of?
 - Yes
 - No

7. Has the target had other instances of similar conflict with other peers, that you are aware of?
 - Yes
 - No

8. Has the target expressed being in emotional or physical fear of this aggressor?
 - Yes, describe: _____
 - No

9. What did staff do to intervene with students, following this incident/report?

Notification were made to the following:

- Supervisor _____
- Administration _____
- Reported at Meeting _____
- Parent Notified: _____
 - Who was notified _____
 - Faculty who notified parent _____
 - Date/Time of notification _____
- Other _____

Investigation to be Conducted by Program Director or Designee

Investigator(s): _____ Title: _____
 _____ Title: _____

Interviews:

- Target Interviewed by _____ Date: _____
- Aggressor Interviewed by _____ Date: _____
- Witness Interviewed
 - Name of Witness(es) _____ Date: _____
 - Name of Witness(es) _____ Date: _____

1. Any prior documented incidents by the aggressor?
 - Yes
 - No

2. If yes, have these incidents involved this target?
 - Yes
 - No

3. Did any of these incidents have a finding of bullying?
 - Yes
 - No

4. Did this incident cause one or more of the following?
 - Physical or emotional harm
 - Place the person in reasonable fear
 - Create a hostile environment
 - Infringe on the rights of the person at school
 - Disrupt the educational process at school

Conclusion or Findings:

- Bullying
- Peer Conflict

Complete this section for Findings of Bullying:

Describe Actions Taken to Support the Target (check all that apply):

- Safety or Support Plan developed
- Dorm or Classroom Change
- Individual Therapy
- Heightened Supervision
- Modification of Treatment Goals
- Treatment Team Mtg.
- TEAM mtg. with involved agencies

Describe Actions Taken against the Aggressor (check all that apply):

- Address in Individual Therapy
- Dorm or Classroom Change
- Education
- Assignment Given
- Proactive Plan Developed
- Any Restrictions given _____
- Treatment Team Mtg.
- Modification of Treatment Goals
- Police Notified

Notifications Made to:

- Parents
Who? _____ Date Notified: _____
- School District
Date Notified: _____
- Agency
Who? _____ Date Notified: _____
- Police (if deemed necessary) Date Notified: _____
- Other _____
-

Investigator Signature: _____

Program Director Signature: _____