



2022 ANNUAL CAMPUS SECURITY REPORT

Your Safety is our concern. It is also must be your concern. As a small institution, we work very hard to prevent, fire, accidents, illness and crime, but nothing we do is as important as what you do, and in some cases, don't do. Let's all work together and have a safe year.

Emergency numbers

Local Police Station	911
National Institute on Drug Abuse Information and Referral Line	1-800-842-662-HELP
Substance Abuse Hot Line for Drivers	1-800-842-8748
American Council on Alcoholism, Inc. Information and Referral Line	1-800-527-5344
Alcohol and Drug Abuse Helpline	1-800-852-3388
Alcohol Helpline	1-800-252-6465
Cocaine Helpline	1-800-262-2463
Suicide Prevention	1-800-SUICIDE
Rape Crisis Counseling 1017 Todds Lane, Hampton	1-757-825-2591
The Center for Sexual Assault Survivors	757-838-1829
Response Sexual Assault Support Services Of the YWCA	757-622-4300

AVALON-A center for Women and Children 757-258-5051

National Domestic Violence Center 1-800-799-7233

Policies for Reporting Crimes/Preparing Annual Reports/confidential Reporting

Reporting Crime

All persons are strongly encouraged to report crime to the police. Crimes occurring in the school should be reported to Mrs. Deanna Lewis or Mr. Bruce Driggers in Student Judicial Affairs or by calling 911 (emergency) or 722-0211 (non-emergency), and crimes occurring out of the school should be reported to the City of Hampton Police 911. It is law in Virginia that persons who have knowledge of a felony (a victim of or witness to the crime) are required to report the crime to the police. Failure to report a crime may itself be a crime. Information on criminal behavior may be reported to the office of Student Judicial Affairs (Ms. Barbara Ann Williams). This institution strongly encourages crime victims to report all criminal activity to the police.

Confidentiality

Reports that are confidential by law will not be reported to the school for inclusion in the annual crime statistics reports. Because of the requirements of public records laws, and counselor, medical professional and clerical confidentiality, the Asher Institute of Hampton does not have a policy that permits confidential reporting of crimes to these individuals for inclusion in the annual crime statistics report.

Preparing Annual Reports

Crimes that are reported to the following individuals or offices will be included in the annual crime statistics report.

Hampton Police Department

The Office of Student Judicial Affairs (Mrs. Deanna Lewis) (Mr. Bruce Driggers)

The Annual Campus Security Act Report is the result of the efforts of many people at this institution. Each year the office and individuals listed above provide information for inclusion in the annual report. No formal police report is required for a crime to be included in the statistics. Every effort is taken to ensure that all persons required to report do so, and that the statistics are as accurate and complete as possible. Information included in the annual report is reviewed for accuracy, completeness and readability. If you have any questions or concerns regarding any of the statistics and information in this report please

contact the Office of Student Judicial Affairs-Mrs. Deanna Lewis or Mr. Bruce Driggers at 722-0211.

Reporting Sexual Assault

Students who are survivors of sexual assault should give strong consideration to reporting the assault. Reporting an assault to the school or other law enforcement authorities does not require filing criminal charges, but it does allow all support systems to be put in place for the survivor. Reporting is best done as soon as possible after the assault, but it may be done at any time. The school will assist students who report sexual assault in obtaining medical support as well counseling and support services.

Students who are reporting an immediate assault should be accompanied to a health care facility of their choice to allow for collection of evidence and treatment. If a sexual assault victim chooses to report the incidents days, weeks, or even months after the assault, important support systems are still available and can be arranged; however, criminal investigations are much more difficult.

Sexual Assaults, for which individuals seek medical treatment, must be reported to the appropriate police agency by health care officials. However, as noted above, students are not required to criminally prosecute the case or file a police report, unless the sexual assault survivor is a minor.

Institutions Disciplinary Procedures Regarding Sexual Assault

Students have a right to a fair hearing at the Office of Judicial Affairs. Procedural requirements are not as formal as those existing in the civil courts of law. To ensure fairness, the following procedures apply:

Both the accused and accuser may have an individual of their choice present to advise or support him or her. The advisor may only provide support and counsel to the student and may not actively participate in the hearing, unless clarification is needed, as determined by the hearing officer or panel.

Both the accused and accuser may submit a written statement and may recommend to the Office of Student Judicial Affairs that witness attend on their behalf. The institution may call witnesses, as well as question those appearing on behalf of the accused and accuser. In cases where written witness statements will be allowed without the presence of the witness, both the accused and accuser will be given the opportunity to review the materials.

During the hearing, both the accused and accuser shall be given the opportunity to testify and present evidence. The accused and accuser may direct questions at the witnesses through the panel chair. The accuser has the right to provide a statement of impact to the hearing officer or hearing panel.

Both the accused and accuser shall be provided with the hearing outcome within 48 hours of the decision by the hearing panel or hearing officer. If an accused student is found in

violation and appeals the outcome, the accuser will be notified of the pending appeal and its final outcome.

Sanctions to be imposed upon students by the institution are varied and depend upon the degree of severity of the violations. Sanctions may include a formal reprimand, conduct probation, disciplinary probation or permanent dismissal. Additional educational sanctions included participation in workshops, as well as recommended counseling and community service.

When sanctions are imposed, consideration will be given to the individual mitigating circumstances as well as aggravating factors, such as past misconduct by the accused student or failure of the accused student to fully comply with previous sanctioned conditions.

In addition to legal and judicial action, the victim of sexual assault may consider retaining a private attorney for the purpose of filing a civil action for the recovery of damages.

Rape Education and Prevention Program

The Asher Institute of Hampton offers literature to all students and staff to help reduce the incidence of rape and sexual assault. This literature is located at the Office of Judicial Affairs. The following web site contain information regarding sexual predators for our geographic area: www.sexcriminals.com/registration-notification/

Timely Warning Policy

The Campus Crime Alert is provided to give students, and staff timely notification of crimes that may present a threat to the institution and to heighten safety awareness. The Alert also seeks information that may lead to arrest and conviction of the offender when violent crimes against persons or major crimes against property have been reported to the police. Information for alerts comes from law enforcement agencies or other officers. Every attempt will be made to alert the students and staff members within 12 hours of the time the incident is reported; however, the release is subject to the availability of accurate facts concerning the incident.

The Asher Institute of Hampton Policy on Alcohol

The Asher Institute of Hampton is a dynamic learning environment. Its students, staff and clients interact in a wide variety of intellectual working activities that extend outside the classroom and clinic floor. We value and promote an alcohol-free environment. This institution prohibits the illegal use of alcohol and complies fully with federal, state and local regulations regarding the sale, possession and consumption of alcoholic beverages. All members of the Asher Institute of Hampton community are held responsible for their behavior and for respecting the rights of others.

The use of alcoholic beverages is prohibited on the premises of the Asher Institute of Hampton.

Any student, or staff member found to be in violation of federal, state, and/or local law, or who violates the institutions alcohol and other drug policies, is subject to disciplinary procedures and/or referral to the appropriate authorities for legal prosecution. Institutional disciplinary sanctions include, but are not limited to, written warnings, probation, participation in an alcohol or other drug assistance or rehabilitation program, suspension, and/or dismissal.

Safety Tips and Crime Prevention Information

1. Always plan the safest route to your destination.
2. **LOCK YOUR DOORS!** Many burglaries and thefts take place because of unlocked vehicles and homes.
3. Let others know where you are going and when you will return.
4. Walk to your car with a companion.
5. Use public walkways and stay in well-lit and traveled areas.
6. Avoid carrying large amount of cash.
7. Remain aware of your surroundings,
8. If you feel uncomfortable in a situation, leave as soon as possible.
9. Park in well lighted areas and remove valuables from sight.
10. Be familiar with the location of emergency phones and know how they are used.

Drug-Free Policy

Unlawful possession, use, production, distribution, or sale of alcohol or other drugs by any staff or student is prohibited on Asher Institute of Hamptons property.

This policy is created to comply with the Drug-Free School and Communities Act Amendments of 1989 (Public Law 101-226), which requires the institution show it has adopted and implemented a program to prevent the illicit use of drugs and the abuse of alcohol by staff and students, and to set forth the standards to provide a community setting that is safe, healthy, and productive for all our staff and students of the Asher Institute of Hampton. This institution distributes this policy annually throughout the school which includes information about referral and treatment, applicable laws and sanctions, and current assessments of possible health risks.

Any student or staff member who violates the institutions drug-free policy shall be subject to our disciplinary procedures. Students shall be subject to appropriate discipline by the Office of Student Judicial Affairs, in accord with the Student Code of Conduct. Such procedures may include the satisfactory participation in an alcohol or other drug assistance or rehabilitation program. Violation of this policy may also lead to referral for prosecution to the appropriate local, state and/or federal authorities. Staff members who are convicted of any criminal drug statute violation occurring in the workplace and are employed by the

Asher Institute of Hampton at the time of the convictions must notify the appropriate office within five days of the conviction.

Unlawful possession, use, manufacture, sale, or distribution of alcohol or illicit drugs may lead to referral to the appropriated federal, state and/or local authorities for prosecution. Depending on the nature of the offense, it may be categorized as a misdemeanor or a felony and may be punished by fine and/or imprisonment.

Federal law prohibits the trafficking and illegal possession of controlled substances (see 21 United States Code, Sections 811 and 844). Depending on the amount, first offense maximum penalties for trafficking marijuana range from five years imprisonment and a fine of \$250,000 to imprisonment for life and a fine of \$4 million. Depending on the amount, first offense maximum penalties for trafficking class I and II controlled substances (methamphetamine, heroin, cocaine, cocaine base, PCP, LSD, fentanyl analogue) range from five years to life imprisonment and maximum fines range for \$2 -\$4 million. First offense penalties for the illegal possession of a controlled substance range from up to one year in prison and a fine of at least \$1,000, but not more than \$2500.00, or both. Violations may also lead to forfeiture of personal and real property and the denial of federal benefits such as grants, contracts, and student loans.

Alcohol or other drug dependence is a disease that can be successfully treated. Staff and students are warned that treatment is not a refuge from disciplinary action and that dependency problems that do not respond to treatment may ultimately result in appropriate disciplinary action. Disciplinary actions may be held in abeyance pending the conclusion of a treatment program and may be mitigated by the results of such a program. The institution supports follow-up monitoring and encouragement of the individual to follow through with treatment plan. Deferred sanctions may be applied by the university if the individual is uncooperative or fails to make improvements.

Guidelines for parental notification for alcohol and controlled substance violations were developed in response to the Higher Education Amendments of 1998. These amendments created an exception to the Family Educational Rights and Privacy Act (FERPA), thus enabling institutions to notify parents or legal guardians, under certain circumstances, of a student under 21's use or possession of alcohol or a controlled substance. This change supports the practice of the Asher Institute of Hampton of establishing a collaborative partnership with parents and actively involving them, when appropriate, in addressing student behavior as it relates to alcohol and drugs.

Notification of parents is done when the institution believes it will help the student. When practicable, conversations normally are held with the student prior to contact of parents, in an effort to determine whether such contact is the best course of action. Generally, the institution contacts parents in an effort to provide support for students' physical health and safety, academic success, and personal development. Factors that are considered when deciding to contact parent may include, but are limited to:

1. A situation in which a student has received medical attention.
2. The occurrence of an arrest and consequent criminal charges.

3. A major disruption to the institutions educational mission.
4. Substantial harm caused to other students.
5. Significant property damage.

Contacts are made, if possible, by a personal appointment with parents or by phone. Written communication is used only when other attempts to contact parents have failed. The goal is to develop a partnership between the institution and the parents for the good of the student.

Current Assessments of Possible Health Risks Associated with Drug Use/Abuse

<u>Type of Drug and Generic Effects</u>	<u>Name</u>	<u>Possible Effects</u>
Stimulants speed up action of the central nervous system.	Amphetamines (speed, uppers, pep pills, bennies)	Hallucinations may occur. Tolerance, psychological and sometimes physical dependence can develop. continued high doses can cause heart problems, malnutrition and death.
	Cocaine (coke, snow, crack, rock- legally classified as a narcotic	Confusion, depression, and hallucinations may occur. Tolerance and physical dependence can develop. Effects are unpredictable- convulsions, coma, and death are possible. Smoking May cause lesions in lungs.
Depressants relax the central nervous system.	Barbiturates (barbs, Good balls, blues, downers, tranquilizers	Confusion, loss of coordination, etc., may occur. Tolerance and physical and psychological dependence can develop. An overdose can cause coma and/or death. Depressants taken in combinations or with alcohol are especially dangerous.
Cannabis alters mood and perception.	Marijuana (grass, pot, weed, reefer.	Confusion, loss of coordination, with large doses, hallucinations may occur.

Hashish (hash)	Long-term use may cause moderate tolerance and psychological dependence.
Hashish oil (hash oil)	Long-term use may cause damage to lung tissue.

Current Assessments of Possible Health Risks Associated with Drug Use/Abuse

<u>Type of Drug and Generic Effects</u>	<u>Name</u>	<u>Possible Effects</u>
Hallucinogens temporarily distort reality.	Lysergic acid diethylamide (LSD, acid)	Hallucinations, panic may occur, effects may recur (flashbacks) even after use is discontinued.
	Phencyclidine (PCP, Angel dust, legally classified as a depressant.	possible birth defects in users children. Depression, hallucinations, confusion, irrational behavior. Tolerance develops. An overdose may cause convulsions, coma and death.
	Mescaline (MDA, DMT, STP, psilocybin "designer drugs"	Effects are similar to those of of LSD.
Narcotics lower perception of pain.	Heroin (H, scag, Horse, junk, smack, morphine (M, Dreamer) Codeine	Lethargy, apathy, loss of judgment and self-control may occur. Tolerance and physical and psychological Dependence can develop

Facts About Alcohol and Drug Abuse in the Workplace/School

1. Employees/students do not check their substance abuse problem at the door when they enter.
2. 71 percent of illegal drug users are fully employed
3. 1 in every teen people in this country has an alcohol problem
4. For every person afflicted with a problem there are at least four others who are indirectly impacted by the problem-parents, spouses, siblings, children, and co-workers-which is almost 50 percent of the entire population

5. Alcoholism causes 600 million lost school/workdays each year
 6. Alcohol and drug users are absent six times more often than non-users
 7. Those with alcohol or drug problems use three times the normal sick leave
 8. They have four times as many accidents
 9. They have three times as many injuries
 10. They are tardy twice as often
 11. They make twice as many errors
 12. Drug and alcohol abuse is one of the four top reasons for the rise in workplace violence
13. Of those workers calling a cocaine helpline:
- 75 percent reported using drugs on the job/school
 - 65 percent admitted it adversely affected their job performance
 - 44 percent sold drugs to other school mates/co-workers
 - 18 percent admitted stealing from school mates/co-workers to support their habit

Who is the typical alcohol or drug abuser? Addiction is an equal opportunity condition. There is no typical profile. This condition can affect anyone. People with alcohol and drug problems are ordinary people. They are not “bad people” – they are people with a problem

Active Shooter/Gunman

In the event that a person is seen on Asher Institute of Hampton’s property with a gun or is actively firing a weapon, the following action plan is recommended to our students and staff members:

1. If possible, lock yourself in the room you are in.
2. If communication is available, call 911.
3. Don’t stay in the hallway.
4. Do not sound the fire alarm. A fire alarm would signal the occupants in other rooms to evacuate the building, thus, placing them in potential harms way as they try to exit.
5. Barricade yourself in a room with furniture or anything else you can push up against the door.
6. Protect yourself with any available barriers, such as concrete walls, desks or tables.
7. Close the blinds and stay away from the windows.
8. Turn off all lights and audio equipment and turn all cell phones to silent mode.
9. Try to stay calm and be as quiet as possible.

This information provided cannot cover every possible situation that might occur. If there is gunfire or explosives are discharged, you should take cover immediately. Seek emergency treatment if needed after the disturbance has passed.

Prohibition Against Bullying and Retaliation

Acts of bullying, which includes cyber bullying, is prohibited:

- on school grounds and property immediately adjacent to school grounds, at a school sponsored or school-related activity, function, or program whether on or off school grounds.
- at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by Asher Institute of Hampton, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of the school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

Definitions

Aggressor is a student who engages in bullying, cyber bullying, or retaliation.

Bullying is the repeated use by one or more students of a written, verbal, or electronic expressions or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- creates a hostile environment at school for the target
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school

Cyber bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile Environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

Target is a student against whom bullying, cyber bullying, or retaliation has been perpetrated.

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

Reporting bullying or retaliation. Reports of bullying or retaliation may be made by the staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. The staff member is required to report immediately to the Director of the school (Mr. Donald Allhouse) or designee any instance of bullying or retaliation the staff member becomes aware or witnesses. Reports made by students, parents or guardians, or other individuals who are not school staff members, may be made anonymously. No disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe and private ways to report and discuss an incident of bullying with a staff member or the Director of the school. The school will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, email address (compliance@aiofhampton.edu) or by mail to Asher Institute of Hampton, 4107 W. Mercury Blvd, Hampton, VA 23666. Use of an Incident Reporting Form is not required as a condition of making a report. The incident report is available in the Financial Office.

Responding to a report of bullying or retaliation. Before fully investigating the allegation of bullying or retaliation, the Director or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target. The Director or designee will take additional steps to promote safety during the course of and after the investigation, as necessary. The Director or designee will implement appropriate strategies for protecting from bullying or retaliation 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.

Obligations to notify parents or guardians. Notice to parents or guardians with the procedures for responding to said bullying or retaliation and may be contacted prior to any

investigation. If the Director or designed has reasonable basis to believe that criminal charges may be pursued against the aggressor, the Director will notify the local law enforcement agency.

Investigation. The Director or designee will investigate promptly all reports of bullying or retaliation and, in doing, so will consider all available information known, including the nature of the allegation(s). During the investigation the Director or designee will, interview students, staff, witnesses, parents or guardians, and others as necessary and will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. The Director or designee will maintain confidentiality during the investigative process and will maintain a written record of the investigation. If necessary, the Director or designee will consult with legal counsel about the investigation.

Determinations. The Director or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the Director/Principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted participate in school or in benefiting from school activities. The Director or designee will 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending on the circumstances, the Director or designee may choose to consult with the students' teacher(s) and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development. The Director or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Director or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Taking disciplinary action. Disciplinary actions could be but not limited to:

- shifting student to another class
- probation period
- leave of absence until next class begins
- suspension period
- termination

Asher Institute of Hampton

Bullying Prevention and Intervention Incident Reporting Form

Name of Reporter/Person Filing the Report: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Check whether you are the: Target of the behavior _____ Reporter (not the target) _____

Your contact information/phone number: _____

Information about the Incident:

- **Name of Target (of behavior)** _____
- **Name of Aggressor (person who engaged in the behavior):** _____
- **Date(s) of Incident(s):** _____
- **Time when Incident(s) Occurred:** _____
- **Location of Incident(s) (Be as specific as possible):** _____

Witnesses:

- | | | | | |
|----------|-------|---------|-------|-------|
| 1. Name: | _____ | Student | Staff | Other |
| 2. Name: | _____ | Student | Staff | Other |
| 3. Name: | _____ | Student | Staff | Other |

Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

Signature of Person Filing this Report: _____ Date: _____
 (note: Reports may be filed anonymously)

Form Given to: _____ Position _____ Date: _____

Signature: _____ Date Received _____

ADMINISTRATIVE USE ONLY

INVESTIGATION:

Investigator(s) _____ Position(s): _____

Interviews:

_____ Interviewed aggressor	Name: _____	Date: _____
_____ Interviewed target	Name: _____	Date: _____
_____ Interviewed witnesses	Name: _____	Date: _____
	Name: _____	Date: _____
	Name: _____	Date: _____

Any prior documented Incidents by the aggressor? _____ yes _____ no
 If yes, have incidents involved target or target group previously? _____ yes _____ no
 Any previous incidents with findings of BULLYING, RETALIATION? _____ yes _____ no

Summary of Investigation:

(Please use additional paper and attach to this document as needed)
CONCLUSIONS FROM THE INVESTIGATION

Finding of bullying or retaliation: ___yes ___no

___ Incident documented as ___Bullying ___Retaliation

___ Discipline referral only

Actions Taken:

___ Probation ___ Shift student to another class

___ Suspension ___ Leave of absence until next class begins

___ Termination

Follow-up with Target: scheduled on _____ Initial and date when
 completed: _____

Follow-up with Aggressor: scheduled on _____ Initial and date when
 completed: _____

Report forwarded to Director – Mr. John Lewis on this date: _____

Signature _____ Date: _____
 Mr. John Lewis/Director

Asher Institute of Hampton Bullying-Policy

The Asher Institute of Hampton actively seeks to provide an environment that is safe from all forms of intimidation. Our purpose is to provide a comprehensive, universally understood definition of bullying behavior and to outline strategies for all members of the school to combat social, emotional, and physical and all other forms of intimidation.

“Guidelines”

1. All members of the school have a responsibility to recognize bullying and to take action when they are aware of it happening.
2. All staff should treat any report of bullying seriously and take action. At our annual staff meeting we will discuss the issue and review strategies and remedial approaches.
3. Staff should first listen to the students or students, and ask questions to clarify exactly what has been happening.
4. The student(s) should be assured that they have acted correctly in reporting the bullying.
5. The staff member should make a written summary of the information (Bullying Prevention and Intervention Incident Reporting Form) and pass it on to the Director of the school.
6. The emphasis must be on changing the behavior of the bullying student(s), while providing support for the student(s) whom has been harassed.
7. The staff member should attempt to give advice on how to deal with any repeat incidents that may happen before the intimidation can be dealt with.
8. Follow up should be discussed with the student. It is important that the staff member checks a week or so later with both parties involved.

The following is a summary of “No-Blame Approach” to school bullying:

- Interview the victim. Concentrate on supporting and congratulating the victim for confiding in you. Stress that this is the most important first step. Don't try to get to the bottom of it. Rather concentrate on convincing the victim that it is the behavior of the other students that is aberrant, not theirs. They have done nothing wrong and

- they have every right to be left in peace. Tell the victim that you are going to work with the bullies and some others in the class/group to get them to understand the effect their behavior is having in the class or group and suggest that you will include them in the group discussion the next day. Ask her/him to spend some time putting down their feelings on paper that night. Explain that you will share these feelings with the group in an effort to end bullying.
- **Consult with teachers who know the peer group well** to ensure that you are able to assemble a balanced group to look at the bullying. Try to have the main bully, his/her two main supporters, one or two bystanders who have been friends of the victim as well as two dominant, assertive class members who have abdicated their responsibility to stop the bullying behavior.
 - **Convene a meeting** of this group (do not include the victim) allowing at least thirty minutes.
 - **Explain that there is a problem in the class/group**. That (victim's name) is very unhappy and tell of her/his feelings. Share the feelings of the victim by reading out the written work from the victim. **Don't get into details and certainly don't apportion blame.**
 - **Discuss the concept of group responsibility** if necessary and allow the group to discuss why the victim is feeling the way they are. This may lead to a larger discussion of class dynamics.
 - **Each group member is then encouraged to suggest ways the victim's problem may be solved** (i.e. made to feel happier). There is no need to solicit promises.
 - **Tell the group that you will re-convene in about one week** to discuss progress and that you are leaving it up to them to support the victim.
 - **Support the victim** by meeting them informally on a daily basis to check on progress.

Notes:

- Students will be surprised that they are not going to be punished, this leads to a more relaxed empathetic response and makes the problem solving approach much more successful.
- Do not ask the victim to do anything different (if they had the personal skill and resources to deal with the problem they would have already dealt with it). Often the victim is made to feel more helpless if asked to adopt strategies that may not work.
- Don't ask why. They will be unable to explain, and may become more alienated, demotivated or anti-social if challenged. The raising of levels of empathy is crucial.
- Avoid labeling the participants. Bullying is a behavior not a personality.

- **Separate stopping the bullying behavior, from addressing specific incidents such as assaults. The No-Blame approach deals with the behavior, specific violent acts need to be dealt with formally in accordance with the law.**

I have read the policies associated with bullying and retaliation:

Print Staff Name

Signature of Staff