



# Bullying Action Plan At-A-Glance

## Essential Reminders:

- A culture of compassion is created by ALL, especially the adults. *Modeling* compassion is the most effective way to teach it.
- Multi-disciplinary teaming is necessary to meet student's needs, involve a variety of professionals in prevention and intervention planning.
- An action plan for incidents of bullying is required by law, including documentation and implementation tracking.
- Correct students fluently when bullying occurs and ensure a streamlined response for intervening with more resistant bullying problems.
- Punative, zero-tolerance, and reactive efforts rarely work

## Establish Safety:

- Address physical, psychological, social, and emotional safety and take action immediately in situations that involve threats to self or others.

## Investigate

- Remain open and curious. The skill building process and proactive, positive intervention begin with how we talk to students about their experiences.

## Support

- Focus on LEARNING and enlist others. Prioritize support for victims and bystanders!

## Communicate

- Be clear and concise, avoid opinions. Only communicate support that is reasonable and won't be missed.

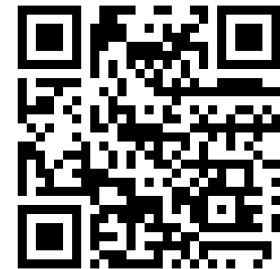
## Document

- Email is documentation. Skyward is your ally against accusations of "not doing anything."

## Follow-up:

- A check-in is always appropriate and timely, trust is built and maintained over time.

Additional ideas and resources at:  
[wellness.jordandistrict.org/bap](https://wellness.jordandistrict.org/bap)



# Bullying Action Plan Tracker

Incident Date\_\_\_\_\_ BAP Lead(s)\_\_\_\_\_

## Establish Safety (check all that apply and make notes as appropriate):

- ☐ Threat Assessment (CSTAG) for retaliation or ongoing threats
- ☐ Suicide risk assessment for alleged target, perpetrator, or bystander
- ☐ Referral to services (i.e. DCFS, JFEC, Mobile Crisis Team, Emergency Response, SRO)

## Investigate

- ☐ Collected written statements from students or others involved
- ☐ Gathered additional information from school staff or observation
- ☐ Reviewed relevant data (Panorama) including potential risk factors

## Support

- ☐ Arranged counseling or mental health support meeting
- ☐ Created an intervention tied to the function of the behavior:  
\_\_\_\_\_
- ☐ Supported the development of protective factors
- ☐ SEW skills taught to students involved, including bystanders

## Communicate

- ☐ Parent of student(s) to whom the incident was directed informed of BAP
- ☐ Parent of student(s) who caused the incident informed of BAP
- ☐ Informed relevant staff members of how to take supportive action

## Document

- ☐ Logged offense and action taken in Skyward
- ☐ Emailed parent resources with relevant information

## Follow-Up

- ☐ Added to MTSS Meeting Agenda
- ☐ Parent Follow Up Email Scheduled
- ☐ Checked in with students involved



Students involved:

---

---

---

---

Staff assignments:

---

---

---

---

Additional Notes:

---

---

---

---

Follow-Up Documentation w/ Dates

---

---

---

---