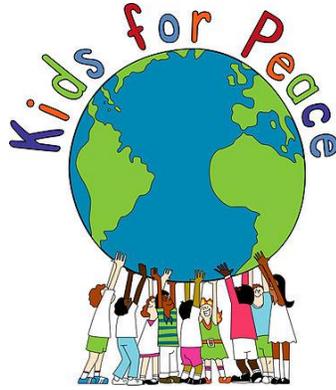


CHOOSE PEACE



2015-2016

Denton Independent School District
Newton Rayzor Elementary School

At Newton Rayzor Elementary School our focus is on promoting a peaceful and safe environment by developing caring, respectful, and compassionate students. An emphasis is placed the IB profile and attitudes.

IB Learner Profile

Inquirers

Knowledgeable

Thinkers

Communicators

Principled

Open-Minded

Caring

Balanced

Reflective

Courageous

IB Attitudes

Enthusiasm

Tolerance

Creativity

Appreciation

Cooperation

Empathy

Confidence

Respect

Independence

Integrity

Ib Profiles and Attitudes are a common language at Newton Rayzor. They are also embedded into all areas of instruction. Each planner focuses one or two of each, and they are taught directly within the planner.

In the lower grades explicit lessons are taught to build a foundation for each profile and attitude.



In addition to our IB profiles CHAMPS Goals and expectations are taught and monitored in all common areas (playground, hallways, cafeteria, and dismissal areas) Feedback is given frequently so that students understand when they are meeting expectations and when they could make improvements in their behavior.

Regular Guidance Lessons are also taught by the school counselor. Topics are selected to meet the needs of the students and to emphasize the practice of virtues such as respect, responsibility, honesty, cooperation, peacefulness, determination, friendship, and self-control. These sessions also provide training in skills such as assertiveness, problem-solving, conflict resolution, and goal-setting steps.

Classroom teachers are present during the guidance sessions alongside their students and work to reinforce the lessons on an on-going basis throughout the school year.

Newton Rayzor students are advised to report behavior by any person who makes them feel sad, hurt, worried, threatened, or confused to both school and home adults. They are instructed that we all work together to make school a safe environment. Students are encouraged to report mean behavior to the closest adult and to keep reporting until the problem is solved. They may report orally or in writing to a staff member. If parents are aware of situations that happened at school that seriously affect their child's safety and security at school, we ask that this be reported to the child's teacher as soon as possible.



Using School-Level Awareness and Involvement to Help

Newton Rayzor Elementary School wants to...

- ✓ Provide an environment that is safe for all students. When a behavior incident is reported, services will be provided to all people involved. It is our every intention to create an atmosphere where you will not fear being mistreated.
- ✓ Provide a process that is safe so that you feel you can report to a teacher, counselor, and/or an administrator about any behavior incidents.

How are students to report misbehavior?

- ✓ Give detailed information.
- ✓ Give the name of the location and the time the incident occurred.
- ✓ Give the names of the people involved and those nearby who might have witnessed the incident.

To whom are students to report?

- ✓ Teacher or other staff member
- ✓ Counselor
- ✓ Administrator
- ✓ Parent (In turn, parents must report to someone at the school.)

When and where are the students to report?

- ✓ Students should find an appropriate time to report a behavior incident to any of the above-mentioned persons. In some cases, they might need to request permission to leave and speak to an individual.
- ✓ Reporting should be done on the day the incident occurred or as soon as possible after-the-fact.

What is Conflict?

Conflict means “competitive or opposing action of incompatibles; antagonistic state or action (as of divergent ideas, interests, or persons); a mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands”¹

Conflict originates from opposing needs between two (or more) people or groups of people. The conflict almost always involves an effort by parties to meet basic psychological needs for belonging, power, freedom, or fun. Other reasons for conflict include students who are responding from a position of limited resources or from positions of differing values.²

Responses to conflict are avoidance, confrontation, and communication. These actions affect the outcome(s) of the conflict.

- ✓ **Avoidance** is when parties avoid the conflict and have no interest in the relationship or lack the necessary skills for communication. Avoiding conflict initially helps control feelings, but may have adverse effects of anxiety, self-doubt, and disappointment.
- ✓ **Confrontation** is aggressive and threatening. It involves anger. The solution is only acceptable to the aggressor. Physical damages and/or hostility may result.
- ✓ **Communication** is mutual interaction among the parties involved. Both parties listen to each other and are empathetic concerning the feelings and needs of the other. They are also empowered by the ability to communicate their own feelings and come up with a resolution that meets the needs of both parties.³

¹ Merriam-Webster online. September 14, 2012

<http://www.merriam-webster.com/dictionary/conflict>

² Glasser, W. (1984). *Control Theory*, New York: Harper & Row

³ Schrupp, F., Crawford, D., & Usadel, H. (1991). *Peer mediation conflict resolution in schools*. Champaign, Illinois: Research Press Company.

8 Steps to Conflict Resolution



1. Cool down. Don't try to resolve a conflict when you're angry or when the other person is angry. Take a time-out or agree to meet again at a later time.
2. Describe the conflict. Each person should tell about it in his/her own words. No put-downs allowed! Important Note: Although each person may have a different view of the conflict and use different words to describe it, neither account is "right" or "wrong".
3. Describe what caused the conflict. What specific event led up to the conflict? What happened first? Next? Did the conflict start out as a minor disagreement or difference of opinion? What happened to turn it into a conflict? Important Note: Don't label the conflict either person's "fault".
4. Describe the feelings raised by the conflict. Again, each person should use his/her own words. Honesty is important. No blaming allowed!
5. Listen carefully and respectfully while the other person is talking. Try to understand his/her point of view. Don't interrupt. It might help to reflect the other person's perceptions and feelings by repeating them back. Example: "You didn't like it when I called you a name." "Your feelings are hurt." "You thought you should have first choice about what game to play at recess." "You're sad because you felt left out."
6. Brainstorm solutions to the conflict. Follow 3 rules of brainstorming:

Everyone tries to come up with as many ideas as they can.

All ideas are OK.

Nobody makes fun of anyone else's ideas.

7. Try your solution. See how it works. Give it your best efforts. Be patient.
8. If one solution doesn't get results, try another. Keep trying. Brainstorm more solutions if you need to.

If you can't resolve the conflict no matter how hard you try, agree to disagree. Sometimes that's the best you can do. Meanwhile, realize that the conflict doesn't have to end the relationship. People can get along even when they disagree.

4 Steps to an "I" Message

Always start with "I", not "You". "I" puts the focus on your feelings, wants, and needs. "You" puts the other person on the defensive.

1. Clearly and simply say **HOW YOU FEEL**.

"I feel _____."

Example: "I feel angry."

"I'm _____."

Example: "I'm upset."

2. Clearly and simply say what you **DON'T LIKE**.

"I don't like it when you _____." Example: "I don't like it when you call me names."

3. Clearly and simply say **WHAT YOU WANT**.

"I want you to stop _____." Example: "I want you to stop calling me names." "I want you to stop pushing me."

4. Clearly and simply say **WHAT WILL HAPPEN** if you can't work it out.

Example: "If you don't stop calling me names I will report it to the teacher."



When someone hurts you, it's normal to feel angry. You might think about getting back at the person by hurting him or her. But, you can choose not to do that. You can choose peace, instead.

Here's a list of things to try:

- ✓ STOP and THINK. Don't do anything right away. Consider your options. Think about what might happen if you hurt the other person.
- ✓ Know that what you do is up to you. You can decide. You are in charge of your actions.
- ✓ Tell yourself, "It's OK to feel angry. It's not OK to hurt someone else, even if they hurt me."
- ✓ Speak up for what's right. Tell the person, "Stop that!" "I don't like that!"
- ✓ Keep your hands to yourself. Put them in your pockets.
- ✓ Keep your feet to yourself. Jump or dance or stomp.
- ✓ Walk or run away.
- ✓ Tell the person how you feel. Use an "I" message. Example: "I feel angry when you left me out of the game at recess. I would like to play, too."
- ✓ Take a deep breath then blow it out. Blow the angry feelings out of your body.
- ✓ Find an adult. Tell the adult what happened and how you are feeling.
- ✓ Count slowly from 1 to 10. Count backwards from 10 to 1. Keep counting until you feel your anger getting smaller.
- ✓ Think cool thoughts. Imagine you are sitting on an iceberg. Cool down your hot feelings.
- ✓ Think happy feelings. Think of something you like to do. Imagine yourself doing it.
- ✓ Treat the other person with kindness and respect. It won't be easy but give it a try. This will totally surprise the other person, but it might ease the conflict between the two of you.
- ✓ Draw a picture of what happened.
- ✓ Sing any song loudly!
- ✓ Remember that getting back at someone never makes the conflict better. It can only make it worse.
- ✓ Take a time out. Go somewhere else until you feel better.
- ✓ Find another person to be with.
- ✓ Know that you can do it. You can choose not to hurt someone. It's up to you.

All bullying is mean behavior.



However, not all mean behavior is bullying.

Reports of misbehavior will be taken seriously by all staff members at Newton Rayzor. Careful documentation is required when teachers receive reports of misbehavior. Incidents are investigated by teachers and handled accordingly. If warranted, teachers will transfer the matter to an administrator.

Administrators will follow DISD Student Code of Conduct in assessing consequences for misbehavior of all types.

What is Bullying?

The Student Code of Conduct for Denton ISD includes the following in accordance with House Bill 1942:

“Harassment” means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student’s physical or emotional health or safety.

“Bullying” means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that has or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. Conduct is considered bullying if that conduct exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct and interferes with a student’s education or substantially disrupts the operations of a school.

Harassment and bullying are prohibited at Newton Rayzor as is retaliation against any person who reports harassment and bullying to authorities. The principal is

ultimately responsible for determining the consequences of misbehavior by a student on a case-by-case basis.

Features of Bullying

Four common features of bullying at school are:

- ✓ It is deliberate, hurtful behavior.
- ✓ It is repeated over time.
- ✓ It is difficult for those being bullied to defend themselves.
- ✓ It interferes with a student's education or substantially disrupts the operation of our school.

How can we keep our school safe?

Avoid people who mistreat you or others.

Use humor when things don't go your way.

Act confident.

Speak up. Say, "Stop that!"

Look confident.

Say, "Leave me/us alone!"

Be observant.

Talk to friends about your feelings.

Talk to adults about your feelings.

Walk away from mean behavior.

Be assertive: Stick up for what's right.

Keep a safe distance from people who are misbehaving.

Stay calm.

Travel in a group.

If you're in danger, run for help.

Use "I" messages.

Remember: Other people's misbehavior is not your fault.

Always talk to a trusted adult when you feel unsafe or when you aren't sure if you can handle a situation.

Tell an adult if you are worried about a friend or if you witness mean behavior.

We all work together to keep our school a safe place.

