

ZION LUTHERAN SCHOOL ANTI-BULLYING POLICY DRAFT

Adopted by BOCE: October, 2010 Implementation in full: January, 2011

Zion Lutheran School's desired standard of behavior is no bullying in the school. Teachers will actively and consistently teach positive behavior and anti-bullying messages, dissuading aggressive, harassing, or any type of bullying behavior, using Jesus as the model of behavior.

Definition: "Bullying' is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically-based or gender-based verbal putdowns, extortion of money or possessions, retaliation, stalking, public humiliation, and exclusion from peer groups within school."

A second, more concise, definition: "Bullying' happens when a person is exposed repeatedly and over time to negative action on the part of one or more persons."

Such conduct is contrary to the behavior, values, and principles taught by our Savior, and are disruptive of the educational process. Therefore, bullying is not acceptable behavior in Zion Lutheran School.

It is our goal that no student shall be subjected to bullying:

- (1) during any school-sponsored education program or activity;
- (2) while in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities; or
- (3) **through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.**
- (4) **Bullying incidents, including "cyberbullying", that occur outside the school but whose effects carry into the school, will not be tolerated.**

Bullies are subject to disciplinary action up to and including suspension or expulsion. As may be required by law, law enforcement officials shall be notified of bullying incidents.

Conflict is normal. Bullying is not normal conflict.

Normal Conflict:

Equal power between friends
Occasional
Accidental
Demonstrates concern
Takes responsibility
Tries to solve problem
Occurs anywhere

Bullying:

Display of power, not in friendship
Frequent
Purposeful
Demonstrates pleasure
Blames others
No effort to resolve issue
Occurs where bully is safe

Teasing compared to taunting by a bully:

Teasing	Taunting
Swaps roles with ease	Based on an imbalance of power
Not intended to hurt	Intent to harm
Maintains dignity	Meant to humiliate, demean
Pokes fun in lighthearted clever ways	Comments or acts are bigoted or cruel
Innocent in motive	Sinister in motive
Only part of friendship interaction	Continuous action against others
Discontinued when person teased becomes upset or objects	Continues, increasing when target becomes distressed or objects

Examples of erroneous adult reactions to bullying

1. Believe they shouldn't intervene because of lack of skills
2. Fear they will only add fuel to the fire
3. Failing to intervene, adult, reinforces bully's behavior
4. Adults model bully behavior

Warning signs of a child who has become a target

1. Abrupt lack of interest in school activities
2. Suffers a drop in grades
3. Withdraws, wanting to be let alone
4. Injuries are inconsistent with the explanation
5. Often ill, unable to sleep, or sleeps too much
6. Sad, sullen, angry after receiving e-mail or using the phone
7. Acts out of character
8. Speaks of peers in derogatory or demeaning terms
9. Stops talking about daily activities
10. Positive action

Bully Prevention

Awareness > > > > BULLY < < < < Intervention
Council, discipline, teach the bully
Support targets
Activate and empower the witnesses

School climate will work to:

Teach and model Christian behavior
Set positive tone in classroom
Direct and intentional instruction
Spend time with students
Involve parents, membership, and community
Distinguish between "Reporting" and "Tattling"

Basic Intervention:
RECOGNIZE bullying
REFUSE bullying
REPORT bullying

In Absence of Intervention:
Bully's acts become more violent.
Targets act out in violence when they no longer can cope.

Indicators

A. Bullies

1. Have a desire to hurt
2. Thrive in a power imbalance
3. Operate in an unjust use of power
4. Will repeat the hurtful action
5. Enjoy seeing the target suffer
6. Possess a sense of the target's susceptibility
7. Likes to be in charge
8. Believes he/she should get what he/she wants
9. Misperceives how others treat him/herself
10. Has a small network of friends – "wanabees"

B. Target

1. Passive target
 - Quiet, sensitive, cautious, in interaction with peers
 - Lacks skills of assertiveness
 - Has diminished self-confidence
 - May withdraw, run away, breakdown, or cry when confronted by bully
2. Provocative Targets-
 - Anxious and insecure
 - Pesky behavior
 - Repeatedly initiate / provokes others
 - Continually loses the provocation

C. Bystander (witness) Indicators

1. Empowers the bully by silence
2. Feels empathy for the target, but afraid to act
3. Fears becoming target if associated with target
4. Afraid of causing the situation to escalate
5. Seldom steps forward to defend or speak against bully
6. May feel guilt
7. Lacks skills and knowledge in how to deal with the situation

Classroom Strategies

A. Bystander

1. Talk about bullying
2. Emphasize strength in numbers
3. Explain expectation for action
4. Teach and practice how to take a stand
5. Empower witness to act!
6. Acknowledge and reinforce caring behavior

B. Target

1. Provide safety in reporting
2. Take all reports seriously
3. Assign buddies to new students or potential targets
4. Strive for “caring majority” using devotions, meetings, discussions to teach expected behavior.
5. Model each student as a child of God
6. Consider how groups are formed for competition (don’t allow for isolation of target – “Choosing sides”)
7. Teach friendship skills – What makes someone a friend?
8. Teach assertiveness skills – Saying, “Don’t!” or “No!” convincingly

C. Bully

1. Equalize power – work one-on-one
2. Challenge distorted thinking about acceptable behavior and aggression
3. Use consistent, predictable discipline
4. Focus on behavior and expectations
5. Use problem solving approach
6. State rule violated; feelings of target; plan of action
7. Provide pro-social consequences – “Don’t bully the bully in the process.”
8. Document and forward to principal

Student Strategies

A. Bystander

1. Not join in aggressive behavior
2. Get adult help – Reinforce the difference between “reporting” and “tattling”
3. Mobilize peer group
4. Take individual stand
5. Befriend target
6. Model proper action
7. Fill out report (see accompanying document)

B. Target

1. Avoid bully
2. Walk away
3. Make assertive statement “No!” or “Don’t!” and walk away
4. Use humor
5. Tell - report to adult
6. Stay in safe areas
7. Share feelings with an adult you trust
8. Use “self-talk”
9. Fill out report (see accompanying document)

C. Bully

1. Teach social skills-
 - Friendship-101 “How to gain friends and keep them.”
 - Empathy skills “Walk a mile in ___ shoes.”
2. Emotional self-awareness
3. Social awareness
4. Anger management
5. Assume personal responsibility

Teacher & Staff Member Strategies

1. Examine own behavior
2. Calmly, but firmly, confront comments, jokes, gestures, blame-the-victim statements
3. Model good communication, anger management, and conflict resolution skills
4. Make behavior expectations clear; enforce the consequences
5. Supervise! Supervise! Supervise!
6. Believe the target
7. Intervene when bullying occurs. Use the “Work-it-out-by-yourselves” strategy cautiously and sparingly. Remember, bullying is violence, and the target is, for the moment, defenseless
8. When bullying occurs, give more attention to the target and less to the bully
9. Encourage and recognize proper behavior
10. Declare, practice, and follow through on “Zero Tolerance” for bully behavior
11. Teachers and Staff Members receive on-going training in anti-bullying and assertiveness skills
12. Help students learn to express themselves in positive ways
13. Consistently enforce consequences for bullying behaviors
14. Help the student take ownership for his/her behavior(s) by helping him/her accept responsibility, by fostering growth in self-discipline, by encouraging a Christian model of repentance and forgiveness
15. Fill out a Report Form when bullying occurs (see accompanying document)

Strategies for Parents

1. Each parent needs to examine his/her own behavior.
2. Consistently confront inappropriate comments, jokes, and gestures
3. Receive on-going training and information regarding anti-bullying and assertiveness skills.
4. Model good behavior by using good communication, anger management and conflict resolution skills
5. Help own children learn how to express themselves in positive ways.
6. Make expectations clear
7. When children are present, recognize the importance of supervision in reducing bullying behavior(s)

8. Respond immediately to incidences of bullying by first visiting with the appropriate staff person. Follow up with supervisor(s) if necessary
9. Help children take ownership for his/her behavior
10. Empower children to report bullying
11. Differentiate between “reporting” and “gossiping.”

Procedure:

Students who are caught in the act of bullying will be subject to a disciplinary process as outlined below:

- A.** Warning – When a minor incident occurs, the teacher will take the opportunity to help students define bullying and to express the inappropriateness of bullying, referencing Jesus’ example of reaching out in love and kindness and practicing the blessings of the Holy Spirit: love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, self control (Galatians:5:22-23).
- B.** Inform parents – Teachers will keep parents informed of their child’s actions.
- C.** Inform Principal – The principal is involved after the warning has occurred.
- D.** Confer with parents and principal – Gather invested staff persons and discuss the situation. Options for action at this stage include:
 1. Draw up a behavioral contract
 2. Refer student to counseling or therapy
 3. Assign some community service to the student
 4. Consult with one of the Pastors
- E.** Time-out in classroom – Move student’s desk away from other students’ desks/tables.
- F.** Removing recess and other privileges – Loss of recess and/or special activities.
- G.** Visit to principal’s office – Come to the office and confer with the principal. Principal may contact parents, and if necessary, call a meeting of teachers and parents.
- H.** Time-out in principal’s office – Student may need to spend time sitting in the principal’s office. Student may be asked to write a report related to the topic of bullying behavior.
- I.** Suspension from school – the time being from one day to three days – After consultation with the parents, teacher, and input from the Board of Christian Education (BOCE) chair, the student may receive up to a three-day suspension. The student may be asked to develop a plan for positive behavior.
- J.** Suspension of longer duration – After a three-day suspension, and consultation between the principal, parents, teacher, and BOCE, the BOCE may suspend for an indefinite period of time.
- K.** Expulsion – When reasonable efforts to correct the inappropriate behavior have been exhausted, and after consultation with the parents, teachers, and principal, the BOCE may expel the student.
- L.** Law enforcement will be notified when criminal intent is obvious.

Behavior Report Form

(filled out by adult staff member)

Date: _____ Time: _____

Location of Incident: _____

All persons involved: _____

Witnesses: _____

Severity Level: Low Medium High

What was seen: _____

What was heard: _____

Staff Person's Assessment: _____

Plan of Action: _____

Principal Informed (list date and time): _____

Date Time

Parent/Guardian Informed? Y or N -----

Other Authorities Informed? Y or N -----

Print name of adult filling out this form: _____

Signature: _____ Date: _____

Student Behavior Report Form

(filled out by student)

Date: _____ Time: _____

Location: _____

Others Involved: _____

Witnesses: _____

I saw: _____

I heard: _____

I did this: _____

Name of Student Reporting: _____