

# Anti-Bullying Policy

Trinity Lutheran School of Jackson, MI

Trinity will practice zero-bullying tolerance as the standard of behavior. Teachers will actively and consistently teach positive behavior, dissuading aggressive or harassing 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 put-downs, extortion of money or possessions, 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 Trinity Lutheran School.

Students may not engage in any act of bullying while at school, or at any school function. 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

Swaps roles with ease  
Not intended to hurt  
Maintains dignity  
Pokes fun in lighthearted clever ways  
Innocent in motive  
Only part of friendship interaction  
Discontinued when person teased becomes upset or objects

### Taunting

Based on an imbalance of power  
Intent to harm  
Meant to humiliate, demean  
Comments or acts are bigoted or cruel  
Sinister in motive  
Continuous action against others  
Continues, increasing when target becomes distressed or objects

## **Staff erroneous reaction 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:

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 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-yourself” 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:

1. Draw up a behavioral contract
2. Refer student to counseling or therapy
3. Assign some community service to the student
4. Consult with Pastor Krengel

**E. Time-out in classroom** – Move student’s desk away from other students’ desk/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 will contact parents, and if necessary, call a meeting of teachers and parents.

**H. Time-out in principal’s office** – Student may need to spend 30 minutes to one hour 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 Day School Commission (DSC), the student may receive 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, the principal, parents, teacher, and DSC may suspend for a up to a semester.

**K. Expulsion** – When every effort to correct the inappropriate behavior has been exhausted, and after consultation with the parents, teachers, and DSC, the principal 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 filling out this Form: \_\_\_\_\_