

Child of God Lutheran

**School Wide Positive Behavior
Interventions and Support**



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A. Introduction and Purpose

It is the policy of mission of Child of God Lutheran Church and School to provide a quality education Christ-centered education. To that end the policies have been set in place that all of the students and school employees have an educational setting that is safe, secure, and free from bullying, harassment, or discrimination of any kind. Conduct that constitutes bullying and/or harassment as defined herein, is prohibited.

B. Conflicts vs. Bullying

During a conflict, name-calling, threats and other conduct that might look like bullying can occur. However, a conflict and bullying are very different. Unlike bullying, during a conflict people are:

- equally involved in some type of disagreement.
- conflict is considered mutual, meaning everyone is more or less evenly involved.
- the parties understand they have crossed the line and respond to mediation
- neither party feels unsafe (frustrated, angry, sad, etc. but not unsafe).

Bullying, on the other hand, involves one or several people (the bullies) intentionally and chronically inflicting physical hurt or psychological distress on one or more students. 7/23/2019

When bullying occurs:

- there is not mutual participation in a disagreement; it is one-sided.
- people being bullied have a hard time defending themselves due to an imbalance of power (physical/social)
- behavior has harmed or creates reasonable fear of harm or damage to their property
- they want the bullying behavior to stop but the person bullying continues
- *Is sufficiently severe, persistent, or pervasive enough that the action or threat creates:*
 - Intimidating educational environment
 - Threatening educational environment
 - Abusive educational environment

Conflicts and bullying can both interrupt the school day, damage property and cause injuries to the people involved.

1. Examples

Shonda, a girl in Grade 7, was approached by another girl, June, in her grade and invited to play. Shonda told June that she did not want to play with her. Since that time, June has approached Shonda every day for two weeks to ask her to play. June has few friends and seems desperate to make friends with Shonda. Shonda is beginning to feel harassed by June.

Conflict Resolution is appropriate since:

- while there is a power imbalance, based on the fact that one of the two girls has few friends and few social skills, there is no intent to harm;
- Shonda, who has refused June's friendship, has not done so in order to hurt her (she has not told others, she has not tried to humiliate or hurt the girl additionally). She is simply honoring her own feelings and her right to choose her friends;

Note: it is important to respect children's and teen's full personhood and to allow them to express their tastes and preferences. While the child who does not wish to be friends may need to learn skills to express this constructively, she should not be forced to make friends she does not want to have.

Denny, a very popular boy in Grade 6 initiates and organizes different games at noon every day in the playground. All the children play, if they wish, except one boy. This boy, Tyler, is small for his age and very shy. The boy who organizes the games says he doesn't want Tyler to play, and they're his games that he organizes, he gets to choose. Tyler sits all alone during the games and looks very sad and unhappy.

Conflict Resolution is *not* appropriate since:

- there is clearly intentional exclusion going on – and the excluded boy is very upset about it, so two criteria have been met: intent to harm, and distress experienced by the bullied child;
- there is repetition, since the exclusion has occurred during several games;
- there seems to be a power imbalance, as evidenced by the social status of the two children: one is popular and outgoing, showing leadership; the other is shy and physically smaller.

Sophie was in the worst mood ever! She was wondering how she got flung into this nightmare. In less than 24 hours she, flunked a major test, broke up with her boyfriend, fought with her parents; the one thing she couldn't wait for was solitude. Maybe she could get her thoughts together at lunch... She found a table in a secluded corner and slipped into the chair. She took a deep breath and closed her eyes, but only for a second before her moment was interrupted by the sound of a clanking tray hitting the table. Sophie opened her eyes and glared at the classmate that was getting ready to sit near her. Feeling somewhat awkward, the girl smiled "Do you mind if I sit here?" she asked meekly. Sophie felt no compassion for the classmate and snapped "Actually, I do. Can't you see I want to be left alone? Now, kindly pick up your stuff and remove yourself from my sight!"

Conflict Resolution is appropriate since:

- this scenario is a result of lashing out in frustration.
- no one was singled out, the classmate just happened to be in the wrong place at the wrong time.
- Sophie would most likely react that way regardless of who sat beside her. So she did not deliberately single out the girl and her reaction was impulsive and spontaneous.
- Sophie's words and actions could be described as mean. Bullying is *mean* but being mean doesn't necessarily mean *bullying*.

Tyson hated Will with a passion. Ever since he came to "his" school he had been nothing but trouble. He had even stolen his position on the basketball team! He could take his three point shot and go back to where ever he came from. Tyson decided he needed to put Will in his place. So, he started gossiping and spreading derogatory rumors about Will. He even had a party at his home and intentionally invited everyone on the team except for him. Will's once bright light had begun to dim. He started missing a lot of school. Dark circles and bags had begun to form under his eyes, evidence of the toll the stress was having on his body. When he did come to school he was a hermit, wandering the halls like a lost soul searching for refuge. Tyson felt no compassion for Will and took pride in knowing that he was hurting. "This is great" Tyson thought, "with any luck Will will get the picture and transfer!"

Conflict Resolution is *not* appropriate since:

- there is repetition, with intentional gossip, rumors and exclusion.
- there is an intent to emotionally/socially harm
- the bullying has interfered with Will's education (he's missing school)

BULLYING IS ABOUT BEHAVIOR; AND BEHAVIOR CAN CHANGE.

The role that any student plays in a bullying situation can change. Somebody who was bullied one day might make fun of a younger kid the next day. The kid who laughed with other kids at a fight yesterday might ask the new kid with no friends to sit with him at lunch today. That's why it's important to not label another kids as a "bully". When someone is labeled with a name, everyone starts to think of them in that way.

C. Policy Definitions According to the Parent/Student Handbook

1. Bullying

Bullying is different from conflict or "not getting along." Two or more students can have a disagreement, conflict, or say or do mean things to each other. Bullying involves a power imbalance element. More concisely, bullying happens when a

student is exposed repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself. The behavior is repeated, or has the potential to be repeated, over time.

Both kids who are bullied and who bully others may have serious, lasting problems. Furthermore, when referring to a bullying situation, it is easy to call the kids who bully others "bullies" and those who are targeted "victims," but this may have unintended consequences as well.

For the purpose of this policy, bullying is defined as systematically and chronically inflicting physical hurt or psychological distress on one or more students. It is further defined as unwanted and repeated behavior that is severe or pervasive enough to create an intimidating, hostile or offensive environment, or unreasonably interfere with the individual's school performance or participation; and may involve but not limited to:

- 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.
- Actions such as verbal taunts, public humiliation, stalking, and/or ethnically, gender or religiously based harassment
- Extortion of money or possessions.
- Social exclusion from peer groups within school.
- Being threatened or being forced to do things by students

For more information visit www.stopbullying.gov

2. Harassment

Child of God is committed to providing a compassionate, receptive and non-threatening atmosphere for each and every one of our students to learn and succeed in. We believe that harassment is unacceptable in our school community. If it occurs, students should be assured of the fact that all incidents will be addressed quickly, thoroughly and effectively. We also expect that anyone – whether student, educator, family member or other school party – who witnesses or has other knowledge of an incident of harassment will report the incident to a staff members immediately and with the promise of confidentiality if desired.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or gender.

1. Verbal harassment: Derogatory comments and jokes; threatening words spoken to another person including relational aggression; a behavior that is intended to harm someone by damaging or manipulation his or her relationship with others. Repeating rumors that are known or suspected to be false, especially with sexual connotations.
2. Physical Harassment: Unwanted physical touching, contact, assault, deliberate impeding or blocking movements or any intimidating interference with normal work or movement.
3. Visual harassment: Derogatory, demeaning or inflammatory posters cartoons, written words, drawings, or gestures.
4. Peer Sexual Harassment: Sexual harassment is unwanted and unwelcomed sexual behavior that interferes with the student's right to receive an education or to participate in school activities. It may result from words or conduct that offends, stigmatize or demean a student on the basis of sex.
5. Cyber Harassment: Online cruelty or sending cruel or threatening messages through the use of emails, instant messaging, web pages, blogs, chat rooms, social networks and other information communication technologies.
6. Retaliation- or threat of retaliation, following a negative response to harassment, or following a harassment complaint.
7. Perpetuation of conduct –listed in the definition of bullying or harassment by an individual or group with the intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by incitement or coercion; accessing or knowingly and willingly causing or providing access to data or electronic communication through an electronic device or network that regardless of ownership is located at COGLS or at a school related or school sponsored activity; acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

A single incident of sufficient severity may constitute harassment or bullying. In determining whether a specific act or pattern of behavior violates these policies, the circumstances surrounding the conduct shall be considered together with the above definitions.

The target of the harassment and the perpetrator do not have to agree about what is happening; harassment is subjective. You do not have to get others, whether your peers or school officials, to agree with you. Harassment can be a one-time occurrence, or multiple occurrences. Examples:

- Physical: Touching, pinching and grabbing body parts; being cornered, forced to kiss someone or coerced to do something sexual; pulling someone's clothes off; pulling your own clothes off, etc
- Written: Sexual notes or pictures; sexual graffiti
- Verbal: Making suggestive or sexual gestures, verbal comments or jokes; spreading sexual rumors, or making sexual propositions.
- Visual: Leering, gestures, display of sexually suggestive objects, pictures, cartoons or posters.

This policy prohibits student-to-student harassment whenever it is related to school activity or attendance, and occurs at any time, including but not limited to any of the following: while on school grounds, while going to or coming from school, during the lunch period, or during or while going to or coming from a school sponsored activity. All students of Child of God Lutheran School are expected to conduct themselves in a God-pleasing, Christian manner.

D. General Guidelines and Assumptions

1. The teacher is in charge of the learning environment.
2. Students have the ability to follow and obey the rules, if they choose to do so.
3. Students should feel good about choosing good behavior.
4. Students who choose to misbehave should receive age appropriate consequences.
5. Teachers should not tolerate disobedience or disrespectful behavior.
6. Students are happiest and learn best in an environment that is orderly, caring, and respecting.
7. Words and actions are a way to demonstrate faith in Jesus Christ.

With these basics in mind, teachers establish classroom plans that are shared with students at the start of the year. The principal is responsible for implementing policies and maintaining proper school wide behavior.

When disciplinary methods are no longer effective with a student in the classroom, the student will be referred to meet with the School Administrator. The administrator will meet with the student, establish consequences, record the incident in the student's file within Sycamore, and inform the parent/guardian. Although, disciplinary actions are cumulative. Students are given a "clean slate" the next academic year.

Occasionally, student behaviors (such as repetitive infractions or more serious prohibited violations of the code of conduct) need to be documented as part of the consequence.

Policies and guidelines apply to all students in attendance, including support programs and school sponsored activities. Off campus misconduct that is not school related, but adversely affects the educational climate at school may also be subject to these guidelines.

E. Bullying Prevention

Intervening in bullying does not necessarily mean immediately turning to traditional forms of discipline. Discipline is considered as one part of a holistic approach to addressing bullying. It is used in conjunction with other educational and restorative strategies. Each intervention should clearly label bullying as unacceptable, build awareness, and help students develop the skills, empathy, and insights they need to find alternatives to bullying. Interventions should also assist to restore positive relationships between the students involved in bullying and improve school climate. According to StopBullying.gov, research has shown that the following are strategies that do not work or have unexpected negative consequences:

- Zero tolerance or “three strikes you’re out” policies: Research shows these policies have the potential to exclude large numbers of students from school, discourage reporting of bullying, and deprive students who bully from the good role models they so need. Zero tolerance also goes against our Christian principles in the forgiveness that Christ shows us.
- Conflict resolution and peer mediation: Bullying is not a conflict between two people of equal power with equal blame for the situation. Also facing those who have bullied them may further upset students who have been bullied.

Bullying prevention at Child of God involves explicitly teaching students how to treat each other respectfully (i.e. what respect looks like in school) and how students, including bystanders and the student who is bullied, should respond when peers are not being respectful (i.e. “Show Your Shield” and “Second Steps”). Also important, is how adults respond to bullying and they help reduce peer verbal and physical aggression (i.e. prompt the student to use the Problem Solving Wheel).

The Show Your Shield, Problem Solving Wheel and Second Steps both provide explicit guidelines for students and staff on their interactions with one another to prevent and respond to problem behavior in a dignified, problem-solving manner. They are also both in alignment with the preventative, research-validated framework of School-Wide Positive Behavior Supports and Interventions (SWPBIS). Within SWPBIS, school teams define, instruct, and reinforce appropriate social behaviors in the same manner they teach academic content. SWPBIS is data-driven; through regular review of student behavioral progress educators are equipped with real time information necessary for organize school resources to meet the social needs of all students. SWPBIS provides a strong platform for educators to see the impact of both the preventative and responsive strategies within the school.

SWPBIS has been shown to have short and long-term beneficial effects on attachment to school, academic achievement, aggression, drug use, crime, student reports of positive reinforcement, positive referrals, decreased discipline referrals, and increased academic learning time (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Metzler, Biglan, Rusby, & Sprague, 2001).

Decades of research provide excellent guidance on what SWPBIS school environments look like and do to prevent the development and occurrence of violent and bullying behavior, in schools (e.g., Biglan, 1995; Gottfredson, 1997; Gottfredson, Gottfredson, & Hybl, 1993; Mayer, 1995; Morrison, Furlong, & Morrison, 1997; Tolan & Guerra, 1994; Walker, Ramsey, & 56 Gresham, 2004).

In general, SWPBIS schools like Child of God, invest time and training in the following activities:

1. School-wide curriculum that emphasizes targeted social skills instruction (i.e. Second Steps).
2. Establishment of positive school and classroom social cultures where teaching and learning are emphasized
3. Challenging and engaging instructional practices that effectively maximize academic success for all students.
4. Continuous, positive, and active supervision and monitoring of student behavior and learning.
5. Regular, frequent, and positive acknowledgements and reinforcement for student displays of academic and social behavior success (i.e. Show Your Shield).
6. Active involvement of all students and family, faculty, and community members (handbooks, parent pledges, etc.)
7. Multi-year and multi-component approaches to implementation
8. Adults who model the same positive social behaviors and values expected of students.

It is important to understand that SWPBIS is NOT a packaged curriculum, scripted intervention, or manualized strategy.

Rather, SWPBIS is a prevention-oriented multi-tiered framework for school personnel to

- (a) organize evidence-based practices,
- (b) implement those practices with high fidelity, and
- (c) maximize academic and social behavior outcomes for all students

SWPBIS begins with the premise that all students should have access to positive behavioral supports to prevent the development and occurrence of problem behavior, including bullying. To avoid stigmatizing any student SWPBIS emphasizes what a student does and where it occurs. Instead of labeling a student as a bully, victim, perpetrator, or bystander, the emphasis is on labeling what the student does, for example, name-calling, teasing, intimidation, verbal aggression, and cyber-harassment. Bullying behavior is always described in the context or setting in which it occurs, for example, cyberspace, hallway, dance, field trip, etc.

From a SWPBIS perspective, successful prevention of bullying behavior is linked directly to teaching adults and students

- (a) what bullying looks like,
- (b) what to do before and when bullying behavior is observed,
- (c) how to teach others what to do, and
- (d) how to establish a positive and preventive environment that reduces the effectiveness of bullying behavior

SWPBIS takes a multi-tiered responsiveness-to intervention approach to preventing bullying behavior (Bradley, Danielson, & Doolittle, 2007; Sugai & Horner, 2009), which is derived directly from the “3-tiered” public health prevention logic (Walker et al., 1996).

At Tier I, all students and staff are taught directly and formally about how to behave in safe, respectful, and responsible ways across all school settings. The emphasis is on teaching and encouraging positive social skills and character traits. Most students will benefit and be successful (Lewis & Sugai, 1999; Taylor Greene et al., 1997; Sugai et al., 1999).

At Tier II, students whose behaviors do not respond to Tier I supports are provided additional preventive strategies (Crone, Hawken, & Horner, 2010; Fairbanks, Sugai, Guardino, & Lathrop, 2007) that involve (a) more targeted social skills instruction, (b) increased adult monitoring and positive attention, (c) specific and regular daily feedback on their behavioral progress, and (d) additional academic supports, if necessary.

At Tier III, students whose behaviors do not respond to Tier I and II supports are provided intensive preventive strategies (Crone & Horner, 2003; Eber, Sugai, Smith, & Scott, 2002; Walker, Ramsey, & Gresham, 2004) that involve (a) highly individualized academic and/or behavior intervention planning; (b) more comprehensive, person-centered and function-based wraparound processes; and (c) school-family-community mental health supports.

By investing in the implementation of multi-tiered prevention frameworks, like SWPBIS, Child of God aims to create a school culture that prevent the development and occurrences of bullying behavior. However, if a bullying behavior might become problematic, a team based and data-driven problem-solving process would be initiated. The following summarizes the key features of this process.

F. School Wide Positive Behavior Intervention & Support (SWPBIS) Steps to Addressing Bullying Behavior at School

Step 1. If bullying behavior is identified as a concern, members of a SWPBIS school leadership team would start by examining their discipline data to determine

- How often what bullying behaviors (e.g., verbal/physical aggression, intimidation, teasing) were occurring.
- Where those behaviors were being reported (e.g., hallways, parking lots, cyberspace).
- How many and which students are involved in displays of bullying behavior (including students who are targets and/or observers of bullying behavior).
- Which staff members have been involved in bullying behavior incidents?
- When during the day (time/period) and week are bullying behavior being reported.

Step 2. A SWPBIS school leadership team would examine the extent to which Tier I practices and systems are being implemented accurately, fluently, and school-wide. The focus is on the extent to which staff members have

- Taught, provided practice for, and acknowledged the behaviors that represent three to five positive school-wide behavioral expectations (e.g., “love”, “kindness”, “faithfulness,” and “self-control”).

- Actively and positively supervised all students across all school settings.
- Had high rates of positive interactions and contact with all students.
- Arranged their instruction so all students are actively academically engaged, successful, and challenged.

Step 3. To address bullying behaviors at Tier I, all students and staff would be taught a common strategy for preventing and responding to bullying behavior:

- How to avoid situations where bullying behavior is likely.
- How to intervene and respond early and quickly to interrupt bullying behavior, remove the social rewards for bullying behavior, and prevent bullying behavior from escalating.
- How to remove what triggers and maintains bullying behavior.
- How to improve the accuracy, fluency, and sustainability of implementation efforts.
- What to do when prevention efforts do not work.
- How and what to report and record when a bullying behavior incident occurs.

Step 4. If Steps 1 through 3 are done well, a relatively small proportion of students (initiators, targets, bystanders) will require more than Tier I supports. These students should not receive more of the same ineffective strategies, especially, more severe consequences. Instead, students whose bullying behavior does not improve should be considered for Tiers II and III supports.

- These supports would be initiated by increasing consideration of behavioral function or purpose (e.g., “bully behavior results in access to bystander, target, and/or adult attention;” “target behavior results in access to peer and/or adult attention;” “bystander behavior results in access to initiator attention”).
- Based on the function of a student’s behavior, students would (a) begin the day with a check-in or reminder about the daily expectations; (b) be more overtly and actively supervised; (c) receive more frequent, regular and positive performance feedback each day; and (d) conclude each day with a checkout or debriefing with an adult.
- More intensive supports would be highly individualized, multi-disciplinary, trans-situational (i.e., school, family, community), and long-term.

Step 5. Improving and sustaining implementation of an effective intervention or practice requires that

- Accuracy and fluency of implementation are monitored frequently and regularly.
- Behavioral data are reviewed regularly.
- Intervention features are adapted to improve outcomes and sustain implementation.
- Efficient and expert capacity are established to enable consideration of new or other behavioral concerns (scaling and continuous regeneration).

G. REPORTING PROCEDURE

1. Telling vs. Tattling

A lot of kids say that they don’t want to tell an adult about bullying because they don’t want to be called a tattle-tale. But there’s a big difference between “telling” and “tattling.”

Telling: done to protect yourself or someone else from getting hurt	Tattling: done to get someone else in trouble.
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2. Reporting by Faculty and Staff

Teachers and staff members will report immediately to the administrator/supervisor if he/she witnesses or becomes aware of bullying, cyberbullying, harassment, or retaliation involving a student. This requirement to report does not limit the authority of the staff to respond to managerial or disciplinary actions consistent with COGLS Code of Conduct and school policies/procedures for behavior management and discipline.

3. Reporting by Students, Parents, Guardians and Others

Students, parents, guardians, and others have several options to report bullying. Reports may be made anonymously. Parents/guardians and others may request assistance from a school staff to complete a written report.

Students who either believe they have been bullied or have witnessed bullying are expected to report incidents using several options: reporting verbally to a teacher, staff member or administrator, filling out an incident report (located in school office and in Sycamore) or contacting a staff member via email. If a verbal report is made, the administrator of staff will assist the student in completing the incident report.

Students who intentionally or knowingly make a false accusation of bullying, cyberbullying or harassment may be subject to disciplinary action.

H. INVESTIGATION PROCEDURE

The following are standard guidelines for responding to a report of bullying, cyberbullying, harassment or retaliation. All reports will be taken seriously. These guidelines will be adapted as necessary to respond as appropriately as possible to the report. The supervisor or administrator will investigate promptly any and all reports of bullying, cyberbullying, harassment, or retaliation. In doing so, consideration will be given to the information available, including the nature of the allegation and the ages of the students involved. Three stages of investigation will take place:

1. Pre-investigation

Before fully initiating the investigation, the supervisor or administrator will, determine if there is a need to take temporary and immediate actions to support and/or protect the alleged bullied student from further potential incidents or concern. In taking such action, the rights of both the student allegedly bullied and the student who allegedly bullied must be taken into account. Possible adjustments to the school environment or increased supervision will be considered depending on the circumstances.

2. During Investigation

Investigations will be conducted in a timely manner and be consistent with current school policies and procedures. The investigation should be completed within five school days from the date of the initial report but the administrator or supervisor shall take additional time if necessary to complete a thorough investigation. During the investigation, the administrator or supervisor will interview students, staff, witnesses and parents/guardians as necessary. The investigator will seek to determine the basis of the complaint, gathering information from who reported to determine whether the report meets the definition of bullying or cyberbullying.

3. Post-Investigation

School personnel are required to weigh all of the facts and circumstances objectively to determine if the alleged events occurred and if a charge of bullying, cyberbullying or harassment or retaliation is substantiated. If after investigation, bullying, cyberbullying, harassment or retaliation is substantiated, the supervisor or administration will take steps reasonably designed to prevent recurrence and to ensure that the bullied student is not restricted in participated in school or in benefiting from school activities.

The supervisor or administrator will:

- 1). Determine what remedial or adaptive actions are required, if any, and
- 2). Determine what responsive actions and/or disciplinary actions are necessary.

The response will be individually tailored to the circumstances, taking into account the nature of the behavior and the ages of the students involved. All behavior management and disciplinary actions for student who have committed acts of bullying, cyberbullying, harassment or retaliation will be in accordance with the Parent/Student Handbook – Code of Conduct.

4. Notifications

The supervisor or administrator will notify the parents or guardians both the allegedly bullied student and the student who allegedly bullied within a reasonable amount of time after the incident about the results of the investigation. Because of the legal requirements regarding the confidentiality of student records, the supervisor or administrator cannot report specific information about the consequences/disciplinary action taken toward another student unless it involves a “stay away” order or other directive that the bullied student must be aware of in order to report violations. School personnel, may however, share information about the process that was followed leading to the determination of whether bullying occurred, what general measures are being taken to protect from further acts of bullying and what is being done to ensure targets are safe.

I. What happens to my child if the school confirms bullying?

School administration will implement procedures that ensure both appropriate consequences and remedial responses consistent with the Code of Student Conduct, found in the Parent/Student Handbook and SWPBIS tiers. Examples of remedial measures for students who commit one or more act of bullying or harassment *may* include:

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors.
2. Require additional social skills training, such as impulse control, anger management, empathy, and problem solving.
3. Require a reflective essay to ensure the student understands the impact of his/her actions on others.
4. Have the student research and teach a lesson to a class on bullying, empathy or a similar topic.
5. Arrange restitution particularly when personal items were damaged or stolen
6. Explore age appropriate restorative (healing, curative, and recuperative) practices.

J. What support does my child receive if he/she was bullied?

The school takes all incidents seriously and desires to create a positive and safe school climate for all our students.

1. The student will meet with a trusted staff member to explore the student’s feelings about the incident and assurance that they do not feel responsible for the incident. They will be prayed with and for and assured that Jesus and many others in the community loves them.
2. Develop a plan to ensure the student’s emotional and physical safety at school.
3. Administrator will give family referral for outside counseling if warranted.
4. Ask student to log any future incidents.
5. Help the student develop skills and strategies for revisiting bullying; and
6. Schedule check – in conferences with the student.

K. Warning Signs

There are many warning signs that could indicate that someone is involved in bullying, either by bullying others or by being bullied. However, these warning signs may indicate other issues or problems as well and should prompt parental action.

- a) Possibly Being Bullied:

- Comes home with damaged or missing clothing or other's belongings
- Reports losing items such as books, electronics, clothing or jewelry
- Has unexplained injuries
- Complains frequently of headaches, stomachaches, or feeling sick
- Has trouble sleeping or has frequent bad dreams
- Has changes in eating habits
- Hurts themselves
- Is very hungry after school from not eating their lunch
- Runs away from home
- Loses interest in visiting or talking with friends
- Is afraid of going to school or other activities with peers
- Loses interest in school work or begins to do poorly in school
- Appears sad, moody, angry, anxious or depressed with they come home
- Talks about suicide
- Feels helpless
- Often feels like they are not good enough
- Blames themselves for their problems
- Suddenly had fewer friends
- Avoids certain places
- Acts differently than usual

b) Possibly is Bullying Others:

- Becomes violent with others
- Gets into physical or verbal fights with others
- Gets sent to the principal's office or has detention a lot
- Has extra money or new belongings that cannot be explained
- Is quick to blame others
- Will not accept responsibility for their actions
- Has friends who bully others
- Needs to win, always be right or be the best at everything

L. How to Help a Child Who's Been Bullied

If you believe your child is being bullied or if your child brings up the subject, it is important for you to take action. Below are some steps you can take:

- Familiarize yourself with the SWPBIS Handbook. Go over with your child key terms, checklists, policies and procedures.
- Report the matter to school officials – If you suspect bullying, report the behavior and make it clear that you would like an investigation according to the procedures in the SWPBIS and/or Parent/Student Handbook.
- Document any incident(s). Team with your child to keep a record of all bullying incidents being as specific as possible. If the behavior involves cyberbullying, keep a record of all messages or postings. Do not erase or change any electronic files.
- Talk with your child – give your child your undivided attention.

- Develop age appropriate solutions together – Work together to find solutions and provide positive ideas for ways to respond to bullying. Help your child gain confidence by rehearsing responses.
- Be persistent – Bullying, may not be stopped in one attempt
- Stay alert to other problems – Some of the warning signs for bullying might be indicators of other serious problems.
- Cooperate with school staff – Partner with school staff and stay informed of investigation.
- Turn to God’s word for examples of how others have taken refuge in Him when faced with fear, sadness, loneliness, tormentors, etc.

M. What Not To Do If You Believe Your Child Has Been Bullied

- Do not tell your child to ignore the bullying – The message your child might here is that you do not take his or her concerns seriously or do not care about this or her safety and well-being.
- Do not blame your child for being bullied – Do not assume that your child did something to cause the bullying
- Do not encourage your child to harm or get back at the person who is bullying them – This could get your child hurt, suspended or worse.
- Do not get into a confrontation with parents who bullied your child – This may make matters worse by increasing the pressure on your child. School officials can help mediate if parents do not have a close relationship.
- Do not demand a solution right away – Indicate that you want to determine the best course of action, but need - to be sure that your child is safe. Also be aware that the handbook limits the ability of school staff from revealing information on the students who might be involved in the situation, including the disciplinary action taken against other students. The law prevents school officials from giving you details on other students does not mean appropriate action has not been taken.

N. How To Help A Child That Bullies Others

If you find out that your child is bullying others, take the issue to heart and develop a plan with your child that will help stop the bullying. Additional steps a parent can take include:

- Calmly and thoroughly discuss the problem – talk with your child about bullying behavior, and ask for their account of any specific incidents of bullying. Listen carefully and stay calm and neutral. Calmly explain the behavior that you are concerned about and ask for an explanation of the incident(s) and details regarding your child’s role.
- Discuss your values and faith and what your child has learned in his/her studies. What does God say about loving our neighbors? What does he say about loving our enemies? Look to God’s Word to guide your discussion.
- Clearly state your disapproval, and develop clear and consistent rules – make it clear to your child that you take bullying seriously and that it is not acceptable behavior. Calmly inform the child that you will not tolerate bullying behavior. Develop clear rules for your child’s behavior. Always praise the child when he or she follows the rules, and always put into action fair consequences if your child breaks the rules.
- Spend time with the child, and know their activities – spend quality time with your child. Check carefully on their activities, including when they are online or texting. Be aware of your child’s friends and the ways your child and his or her friends spend their free time. Help them watch their own behavior.
- Encourage your child’s talents and positive attributes – Build on your child’s talents and positive attributes. Encourage him or her to get involved in social activities and community service.

- Work closely with the school – ask the school to keep you informed about your child’s behavior. Develop strategies together to address the bullying. Team up to send clear messages to your child that the bullying must stop. You need to work together with school staff to ensure the bullying does not happen again.
- Get counseling or other assistance for your child – talk with the administrator or your pediatrician about a referral for counseling or other services for your child. These services can help your child learn new behaviors.
- Help your child connect with other youth who show positive behavior – other children can serve as positive role models for your child and have a positive influence on his/her behavior, helping them work through the reasons for their behavior.
- Continue to be a positive Christian role model for your child.

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What did you do or say to respond to the accused and/or others? _____

Did you talk to anyone about this incident before bringing it to the attention of staff? ___Yes ___No

If yes, Who? _____

How soon after the incident did you tell someone else what had happened? _____

Was the conduct offensive to you? _____

Did you feel embarrassed or humiliated? _____

Did you feel intimidated or afraid by the person's actions? _____

Did the person physically harm you or damage your property? _____

Did they threaten harm to you or your property? _____

Is the behavior severe, persistent, or pervasive enough that the actions are interfering with your education? _____

Did you tell the student that the behavior was unwelcome and to stop? _____

Did the conduct/behavior continue? _____

Why do you think the bullying occurred? _____

What action/consequence would you like to see as an outcome of the investigation? _____

The above information is true to the best of my knowledge. I attest that as a member of our school and faith community to uphold the ninth commandment and not give false testimony. No threats of disciplinary action or promises have been made against or to me in order to secure this statement.

Signature of Student: _____ Signature of Teacher/Administrator: _____

Thank you. This report will be followed up in a prompt manner. By completing this form, you are verifying that your statements are true and exact to the best of your knowledge. If you fear a student is in IMMEDIATE danger, please contact a trusted adult right away!

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Investigation Action Taken (mark all that apply)

___None were required; the evidence did not support the allegation

___loss of privileges, eligibility

___Parent conference

___In school suspension/with ongoing PBIS project

___Mediation/Conflict resolution

___Meeting with Pastor

___Out of school suspension/with ongoing PBIS project

___Behavior contract, daily check-ins, probation

___Counseling referral

Administrator's Signature _____ Date _____

Date Investigation started: ___/___/___

Time Investigation started: _____

Date Investigation ended: ___/___/___

Time Investigation ended: _____
