



IMMANUEL CHRISTIAN SCHOOL

**WARRIORS**



**3 Children are a heritage  
from the Lord, offspring a  
reward from him.**

**Psalm 127:3**

It's not **what** do I want my child  
to **do**; it's **who** do I want my  
child to **be**.



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**According to TEA,**  
Bullying is unwanted, **aggressive**  
behavior among school aged children  
that involves a **real** or **perceived** power  
imbalance. 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.

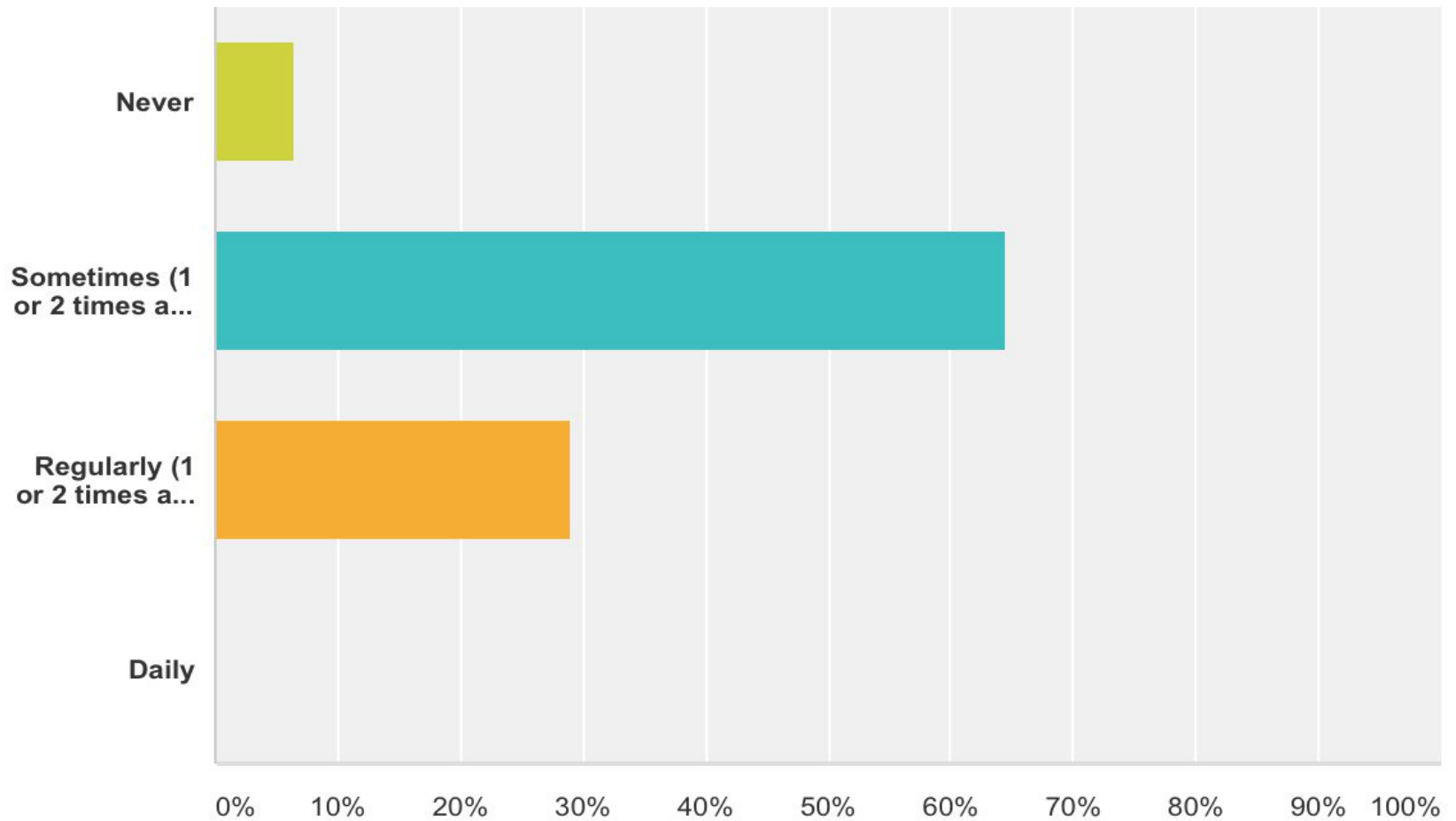
In order to be considered bullying, the behavior must be **aggressive** and include:

- **An Imbalance of Power:** Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- **Repetition:** Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and

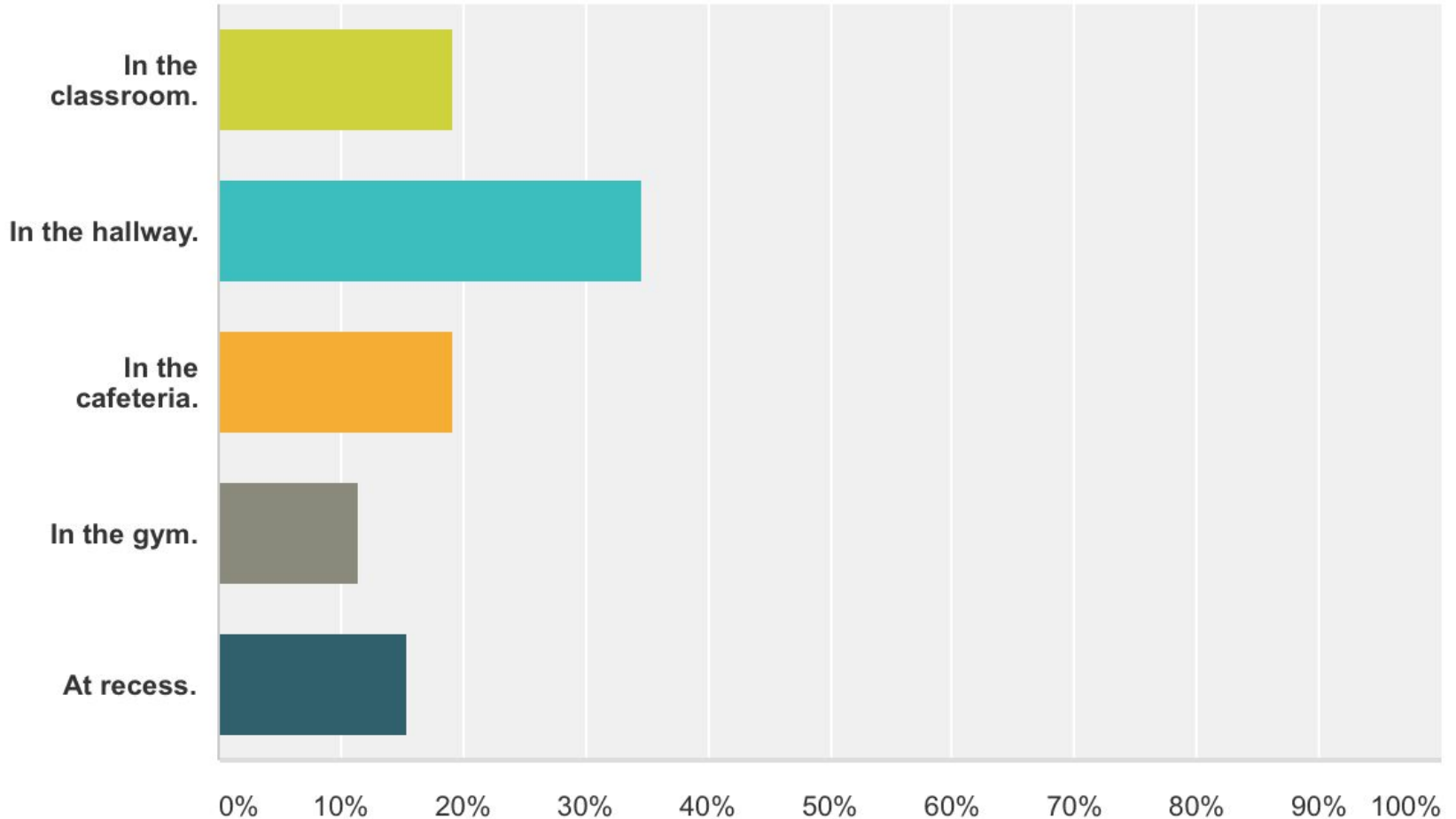
# Last year, how often did you see a student being bullied?

Answered: 31 Skipped: 1



# Where on campus have you seen the bullying take place?

Answered: 26 Skipped: 6





# Types of Bullying

There are three types of bullying:

**Verbal** bullying is saying or writing mean things.

Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

# Types of Bullying

**Physical** bullying involves hurting a person's body or possessions.

Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

# Types of Bullying

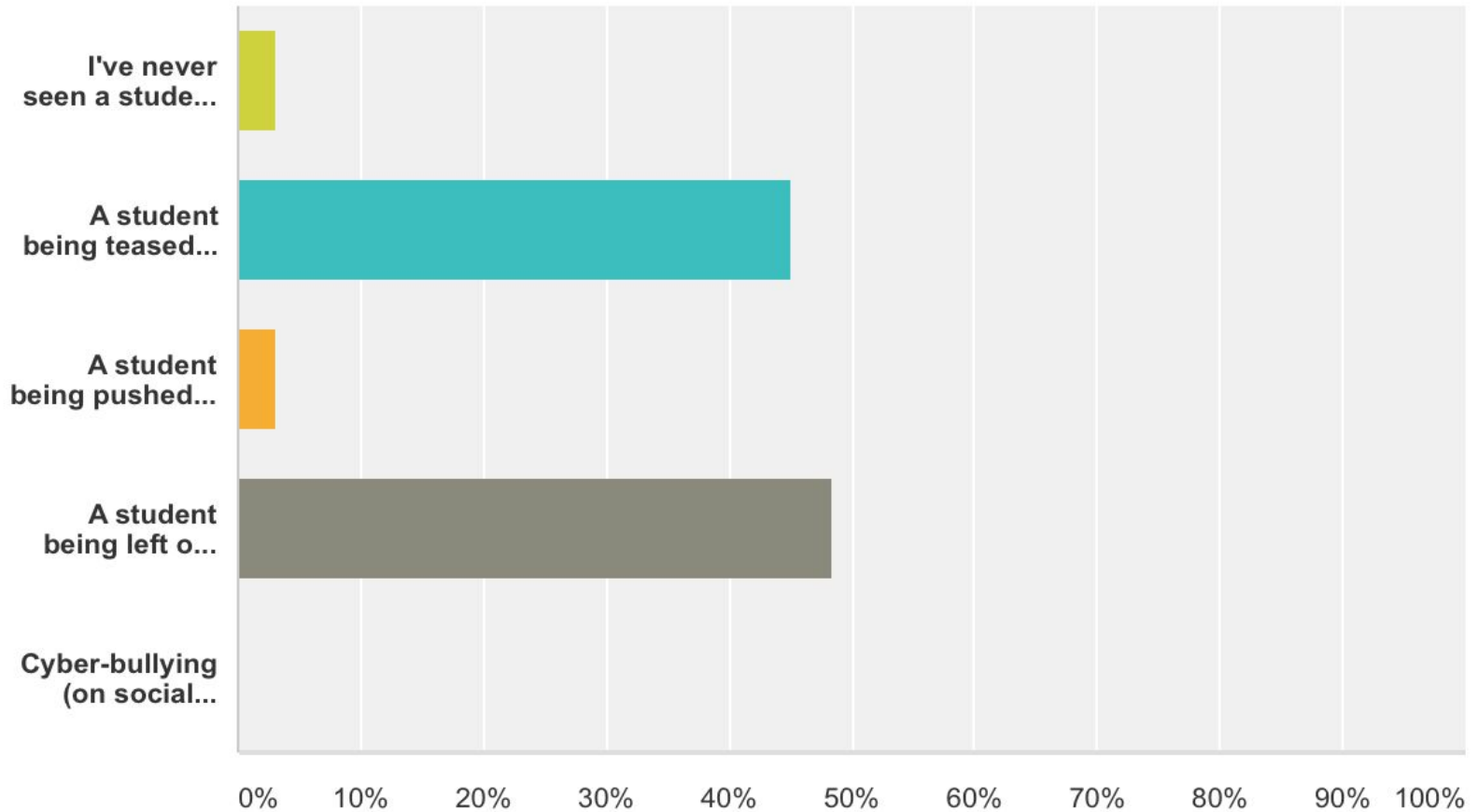
**Social** bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.

Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

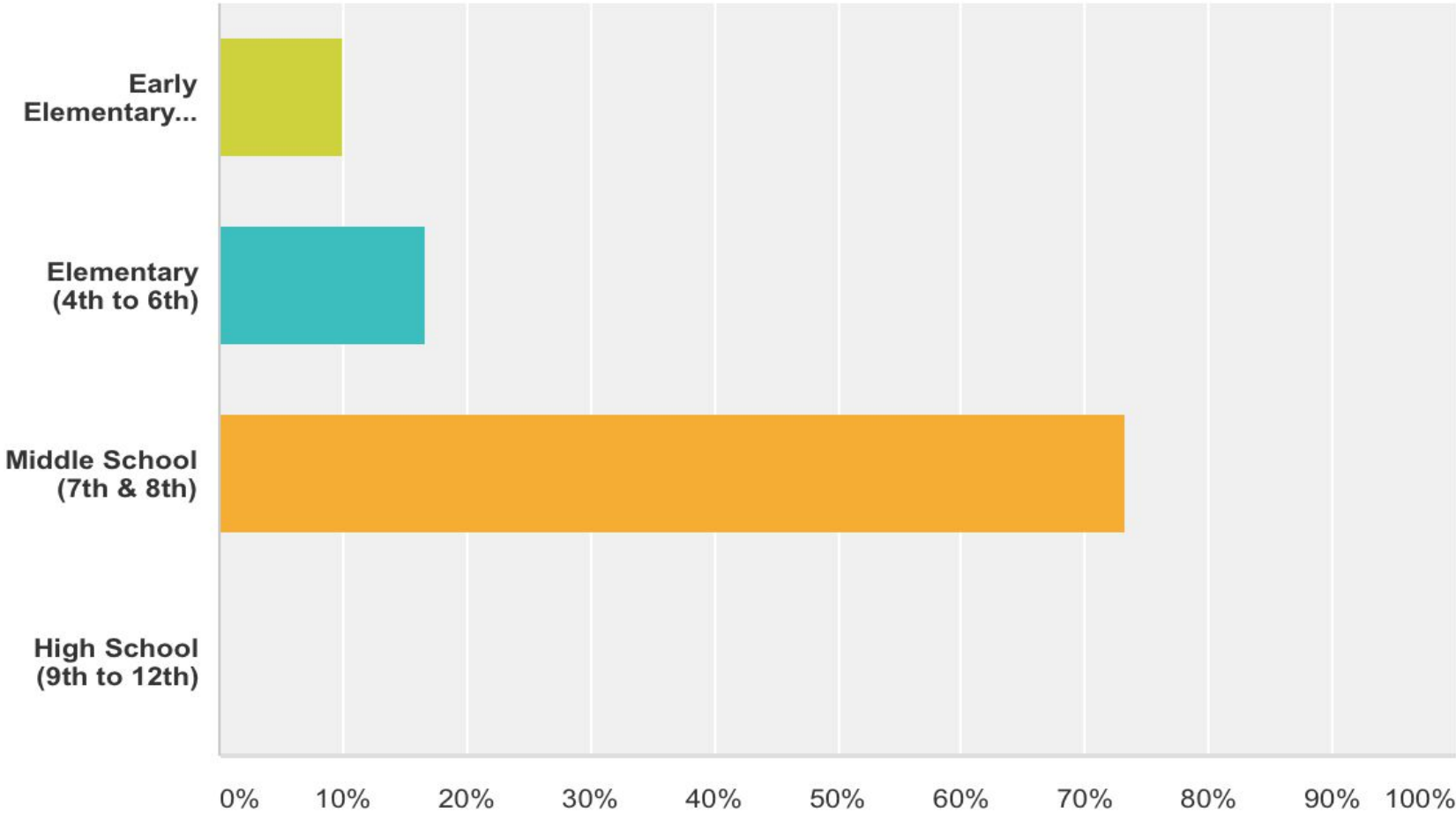
# What is the most frequent type of bullying you've observed on this campus?

Answered: 31 Skipped: 1



# In which grade levels do you think bullying is happening more frequently?

Answered: 30 Skipped: 2



# Effects on Bullied Kids

## Academic

- School avoidance
- Lowered grades & reduced learning
- Lowered self-esteem
- Diminished academic risk taking

# Effects on Bullied Kids

## Health Problems

- Loss of appetite
- Stomachaches, vomiting
- Nervousness
- Depression
- Frequent trips to the school nurse
- Headaches
- Loss of sleep

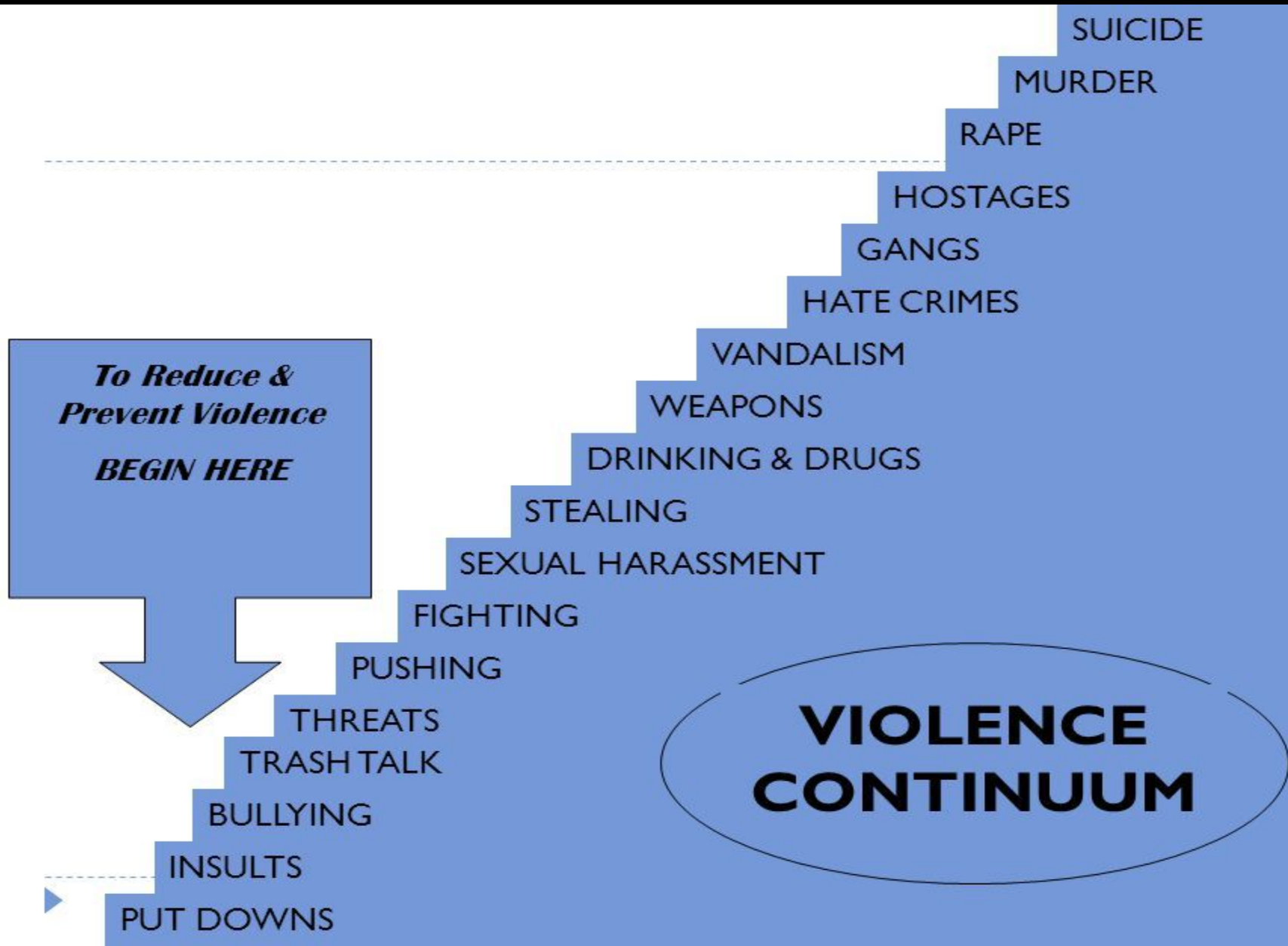
# Effects on Bullied Kids

## Adjustment Problems

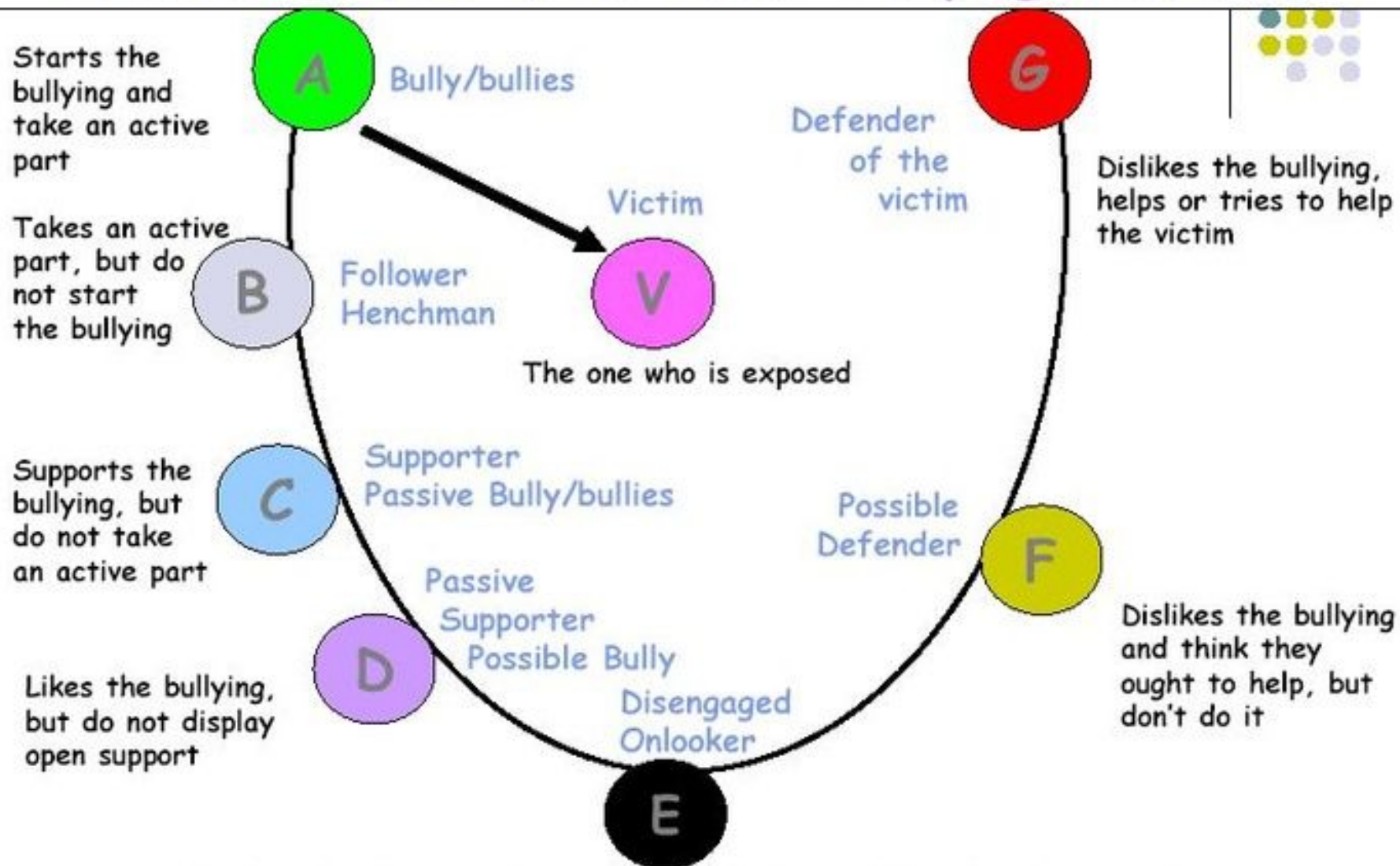
- Emotional stress
- Anxiety
- Depression
- Lowered self-esteem
- Homicidal ideation and attempts
- Suicidal ideation and attempts
- Loneliness



# Effects on the Bully



# The Bullying Circle: Students' Mode of Reactions/Roles in an Acute Bullying Situation



Watches what happens \* Is none of my business \* Doesn't take a stand

# How do we address bullying?

## Create **Policy & Procedures**

- Establish common school rules that include rules to address bullying
- Adults take action immediately and consistently
- Bullying, Intimidation and Harassment are clearly defined and related to students in age-appropriate language
- Consequences are consistent and fit the inappropriate behavior; based on frequency, severity, and duration of the bullying behavior

# How do we address bullying?

## Create **Policy & Procedures**

- Formal and informal reporting procedures
- Investigation procedures
- Referrals for chronic offenders (next level response)

# Sample:

I will treat everyone with respect.

I will make it a point to include students who are left out.

I will not be a bystander but an upstander.

When I know someone is being bullied, I will tell a teacher, parent or other adult I trust.

# Support the Bully and the Bullied

## Support and Skill Building

- Support Groups
- Easy to report to staff
- Teach Social Skills (Assertive not Aggressive)
- Self-Esteem Building
- If . . . then contract
- Adults take action immediately and consistently

# Staff Support

- Interrupt Bullying
  - All staff responsible
  - Staff intervention
  - Intervene early
  - Allow face-saving, avoid power-struggles
  - Re-teach definition and rules

# Parent Support

- Open the lines of communication
  - Listen in a non-judgmental way
  - Let your child do the talking
  - Don't try to solve the problem. Ask your child "What happened?" "How did that make you feel?"
  - Don't say, "Oh my goodness what a little rotten kid."
  - Ask your child for ideas to overcome the bullying, "What do you think you can say or do next time?" "What do you think might work?"



# Parent Support

- Open the lines of communication
  - “What’s going to make you feel better about this situation?”
  - It’s important that your child feels like he/she is solving the problem on their own.

# Staff, Parent & Student Support

- Create a Culture of Caring
  - Everybody support anti-bullying
  - Caring is taught, modeled, mentored, reinforced and rewarded
  - It's the Father's Heart



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23 Guard your **heart** above all else, for it **determines** the course of your life.

Proverbs 4:23, NLT

**Guard** your **heart** means to  
to be careful of what **goes in**  
and to keep an eye on what  
**comes out.**

# Guard Your Heart

- Ask Your Child Weekly
  - Is everything ok in your heart?
  - Are you mad at anybody?
  - Has anybody made you upset recently?
  - Is there anything that you need to ask God to forgive you for?
  - Who do you need to forgive today?



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