

# LIP Anti-Bullying Policy

# Policy Statement

- Child is an individual and a unique person.
- Each child possesses potentials and abilities to interact with his environment in his own unique way.
- LIP teaches the children how to show gratitude by appreciating, loving and respecting the works of our Creator. It seeks to radiate the love of our Creator into the hearts of the children. Furthermore, LIP instills in its students universal values that will respect the uniqueness of each child.

# Definition of Terms

- **“Bullying”** refers to any **severe**, or **repeated use** by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of another student at school; or materially and substantially disrupting the education process or the orderly operation of a school; such as, but not limited to, the following:

# Bullying

- 1. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
- 2. Any act that causes damage to a victim's psyche and/or emotional well-being;

# Bullying

- 3. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on victim's looks, clothes and body;

# Bullying

- 4. “**Cyber- bullying**” or any bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepED Order No. 40, s. 2012;

## The term Bullying includes also:

- **“Social bullying”** – refers to any deliberate, repetitive and aggressive social behavior intended to hurt others or to belittle another individual or group.
- **“Gender-based bullying”** – refers to any act that humiliates or excludes a person on the basis of perceived or actual sexual orientation and gender identity (SOGI).

## The term Bullying includes also:

- . **“Bully”** – refers to any student who commits acts of bullying
- **“Bullied” or “Victim”** – refers to any student who experiences the acts of bullying or retaliation
- **“Bystander”** – refers to any person who witnesses or has personal knowledge of any actual or perceived acts or incidents of bullying or retaliation
- **“Learning center”** – refers to learning resources and facilities of a learning program for out-of-school youth and adults as defined in DepED



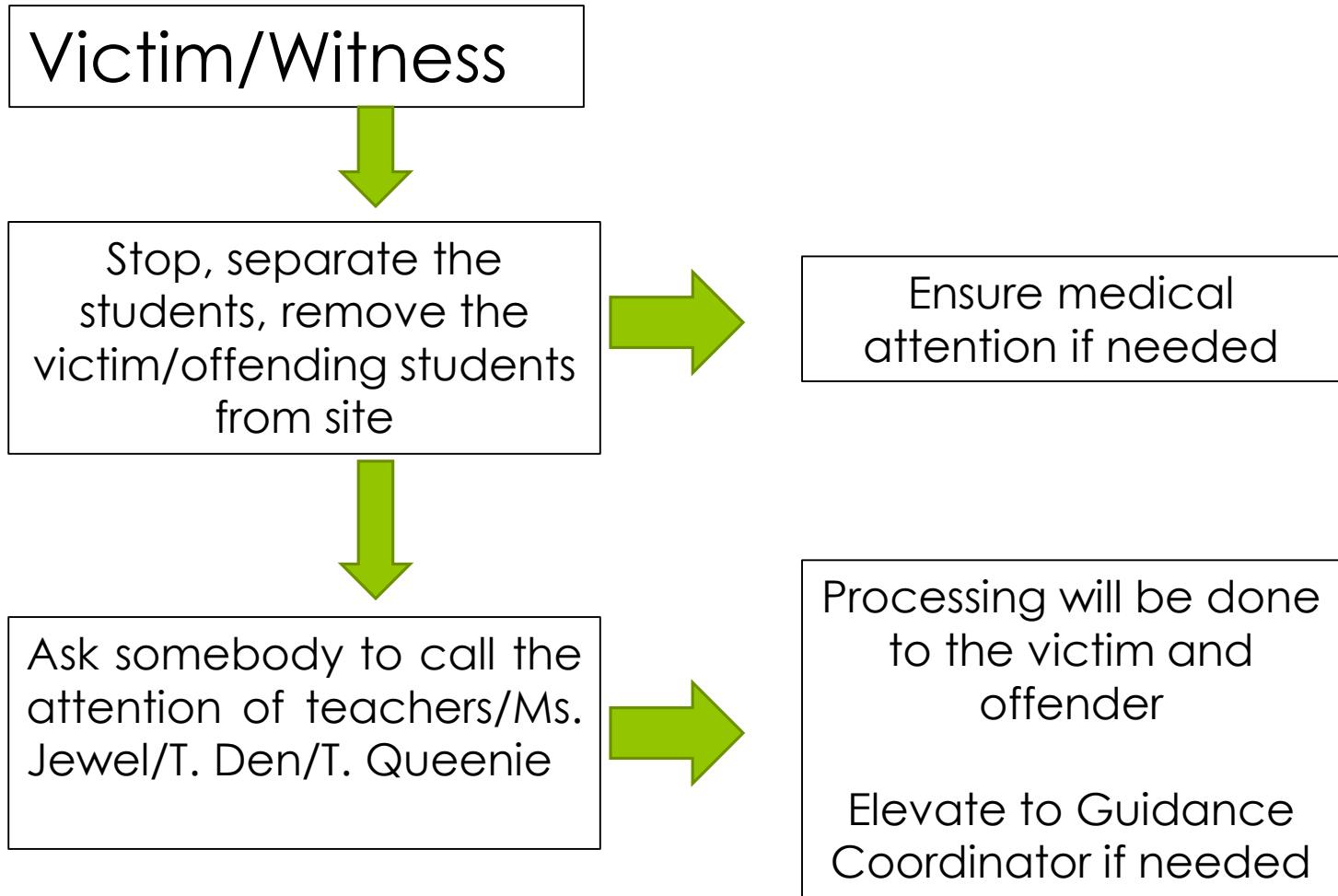
# Prohibited Acts

- Bullying at the following:
- a. school grounds;
- b. property immediately adjacent to school grounds;
- c. school-sponsored or school-related activities, functions or programs whether on or off school grounds;
- d. school bus stops;
- e. school buses or other vehicles owned, leased or used by a school;
- f. school buses or school services privately-owned but accredited by the school.

## Prohibited Acts

- 2. Bullying through the use of technology or an electronic device or other forms of media owned, leased or used by a school.
- 3. Bullying at a location, activity, function or program that is not school-related and through the use of technology or an electronic device or other forms of media that is not owned, leased or used by a school; and
- 4. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.

# Immediate Response



# Reporting Procedure

Victim/Witness



Reports to the lead  
teacher /Administration



Lead  
teacher/Administration  
will accomplish the Intake  
Sheet/Incident Report

# Investigation Procedure

Received Report by the lead teacher

determine

Bullying

misconduct

Separate counselling for  
the victim & offender

Both parents will be  
informed in writing

Separate conference for the  
parent's victim & offender

deliberation

sanction

Intervention to  
the victim &  
offender

processing

Incident report  
to both parents

# Disciplinary Sanctions

- During deliberation, school authorities discuss the acts of bullying done and its effect/s on the victim. Finding that such allegations are true, shall be given a **First Warning** to the perpetrator.
- Depending on the gravity of the bullying, a perpetrator may be given one of the following:
  - B (Beginning )grade /s on his Developmental Checklist relating to personal and social skills;
  - Mandatory counseling;
  - Suspension; or
  - Expulsion

# Disciplinary Sanctions

- Dialogue (in front of school authorities) between the perpetrator and the victim to give the former the opportunity to ask for a formal apology to the victim and promise that this act will not happen again.
- The perpetrator and victim are closely monitored by the Lead Teacher and Guidance Coordinator for a period of time.

# Interventions: Perpetrator

| Activities   | Duration       | Person-in-Charge     |
|--|----------------|----------------------|
| Sensitivity exercise – Reading of Social Stories       | 2 – 3 sessions | Guidance Coordinator |
| Self-Control and Anger Management Exercise -           | 2 – 3 Sessions | Guidance Coordinator |
| Problem Solving Exercises through conflict resolutions | 2 – 3 sessions | Guidance Coordinator |
| Re-establishing Relationships through dialogue         | 1 – 2 sessions | Guidance Coordinator |



# Interventions: Victim

| Activities   | Duration       | Person-in-Charge     |
|--|----------------|----------------------|
| <p><b>Self Awareness through acknowledgement of students' fear and use of self-talk to acknowledge the bully's behavior but not accept the message. For example, a student teased because of his or her size can learn to say, "They think I'm a shrimp, but I know I'm okay. Everyone in my family is small."</b></p> | 2 – 3 sessions | Guidance Coordinator |
| <p><b>Assertiveness and Empowerment Exercise through role playing, I-message and decision making</b></p>   | 3 – 4 sessions | Guidance Coordinator |
| <p><b>Re-establishing Relationships through dialogue</b></p>   | 1 – 2 sessions | Guidance Coordinator |

# School Programs to address bullying:

| Activities   | Person Involved                           | Timetable   |
|--|---|---|
| LIP Awareness Campaign   | Faculty and Staff                         | <ul style="list-style-type: none"> <li>In-service training</li> <li>Parent's Orientation</li> <li>Integration through different monthly theme (June – School; July – Self)</li> </ul> |
| Review and Revision of Student Handbook to include specific policies on bullying | Administrative Team                       | <ul style="list-style-type: none"> <li>May</li> </ul>   |
| Behavior Contract Signing  | Students and Lead Teachers                | <ul style="list-style-type: none"> <li>June</li> </ul>  |
| Poster Making – Good Behavior towards Peers                                      | Kindergarten 1 & 2                        | <ul style="list-style-type: none"> <li>June - July</li> </ul>   |
| Reinforce Peer Responsibility as a core value to prevent bullying                | Lead Teachers                             | <ul style="list-style-type: none"> <li>Integrated in lessons/themes throughout the school year</li> </ul>   |
| Interventions for Perpetrators and Victim  | Administrative Team, Guidance Coordinator | <ul style="list-style-type: none"> <li>As needed</li> </ul>   |