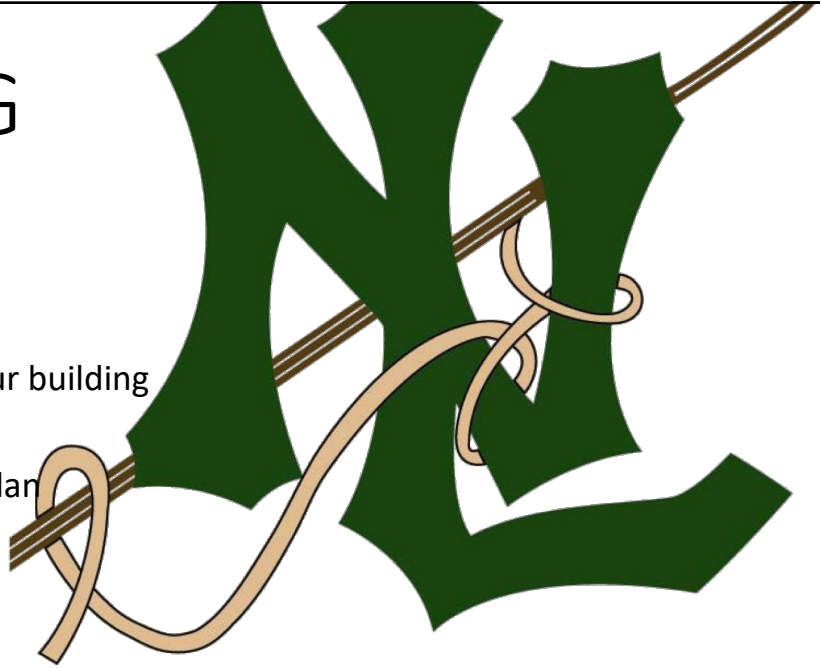


BULLYING

- Tips for teachers
- Who to contact in your building
- Safe School Climate Plan



1

“Bullying” means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same district that:

1. causes physical or emotional harm to such student or damage to such student’s property;
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
3. creates a hostile environment at school for such student;
4. infringes on the rights of such student at school; or
5. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

2

BULLYING

what teachers should know and do.....

- **Take the issue of name-calling, teasing and bullying seriously. Rethink statements like, “Kids will be kids...” or “He didn’t mean anything by that comment; he was just kidding.”**

3

Listening....



- **Let students know that you are available to talk to them. If possible, set aside ten minutes of class time each week to discuss issues that students want to bring up. Get to know students as individuals.**
- **Take time to listen. Don’t try to “fix” a situation before you have taken time to listen carefully. Avoid making the situation worse by blaming the targeted student. Make sure your actions don’t discourage students’ honesty. Don’t harp on what should have been done in the past. Saying, “Why didn’t you tell me sooner?” is not helpful. Focus on the present.**

4

Lead by example....



- **Be a role model. If students observe you gossiping or exhibiting bullying behaviors toward students, families or colleagues, they will interpret it as permission to behave similarly. Remember that everyone, including yourself, has biases that can influence behavior, and that your words can have a strong impact.**
- **Do not belittle, tear down or publicly embarrass students. Although these strategies are common in competitive sports, they are ineffective in motivating students to do better.**

5

Learning to be an ally....



- **Help students learn how to act as effective allies. Provide time for them to learn the range of ally behaviors.**
- **Do not communicate the expectation that students should always directly intervene when bias incidents occur and let them know there are different ways to act as an ally.**
- **Discuss safety concerns and brainstorm effective alternative strategies with students.**

6

Acknowledge and prepare...

- **Acknowledge when name-calling and bullying are occurring and that being the target of these incidents can be painful. Do not downplay what a student says he or she is feeling or experiencing.**
- **Be proactive. Prepare your students to respond effectively to bias incidents and become a partner with their families.**
- **Discuss name-calling and bullying and school policies that outline how these situations will be handled.**

7

Teach roles and maintain confidentiality....

- **Explore the different roles students can take in bias incidents – target, perpetrator, bystander and ally, and help students consider responses to situations from the perspectives of each of these roles.**
- **Be discreet and whenever possible, maintain confidentiality. Do not announce to the class when a student is having a problem with name-calling, bullying or harassment. Whenever possible, help each student privately.**

8

Process and Procedures

- Reports of bullying may be received from students, school personnel, parents/guardians or may be anonymous. Students and parents/guardians may file written reports of bullying with the building administrator or Safe School Climate Specialist.
- Students may request anonymity when making a report to a school employee or to the Safe School Climate Specialist. Anonymous complaints shall be reviewed, and reasonable action will be taken to address the situation, while maintaining the confidentiality of the source of the complaint. Note that no disciplinary action shall be taken solely on the basis of an anonymous complaint.
- School employees who witness acts of bullying or receive reports of bullying **must** orally notify the Safe School Climate Specialist or school administrator **not later than one school day** after such school employee witnesses or receives a report of bullying. The same school employee **must** file a written report **not later than two school days** after making the oral report.
- All reports of bullying will be reviewed and investigated.

9

Report to....

***Safe School Climate Specialists**

Harbor Elementary: Jason Foster

Jennings Elementary: Carol Paldino

Nathan Hale Arts Elementary Magnet: Jessyca Campbell

Winthrop STEM Elementary Magnet: Michael Podeszwa

Bennie Dover Jackson Middle School: Janet Farquhar

New London Multi Magnet High School: Bryan Mahon

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Visit our website

Safe School Climate Plan

2019-2020 School Year

For more details please refer to
Our *Safe School Climate Plan*

