**School Anti-Bullying Checklist, Stuart Green, v4, 3-15, rev. 6-18/NJ Coalition**

Climate Assessment Process
o Assessment process obtains information from multiple stakeholders eg, (students, parents, visitors, advocacy groups, etc.)
o Assessment using multiple means (surveys, focus groups, interviews, data reporting, etc.)
o Assessment data is analyzed by school team and leaders
o Assessment data is shared with all stakeholder groups

Adult Mentorship
o Every child can identify at least one adult in the school whom the child knows has a special interest in them (cares), and has knowledge of the student as a person
o For isolated or 'disengaged' children, a specific staff member is designated to engage with the child, become aware of his or her situation, preferences and needs and actively work to increase the child's involvement with the school

Children Engaged
o Every child, especially those isolated, is engaged in school activities (adult mentorship)
o Staff identify children new to the school and have a plan to specifically engage them
o A child's isolation is always noticed and addressed (e.g., sitting alone at lunch, ongoing tensions between the child and other children, having few friends, not engaged in school social activities, sitting alone in classes with small group activity such as art)

Social/Emotional Character Development
o SE learning and CD activities are provided for all students
o Collaborative learning and teamwoprk are the predominant teaching modes

Staff Relations
o Positive relations between staff

Supportive Peers
o Every child has peers who are supportive; if friendships are not 'naturally' present, staff uses various means to create peer support
o Peers are 'negatively' present ('upstanders') when children are bullied
o Peers actively engage isolated children
o Peer leaders model positive attitudes and behavior
o Peer mentorship programs for all children but especially those with special needs

Minority Support
o All minorities in the school have staff mentorship, support, advocacy
o Staff activity aggressively increases when staff composition does not reflect the community
o Diverse clubs and activities exist (e.g., for lgbtq+ children, gay-straight alliance or similar)

2

*(Minority Support, continued)*

- Positive diverse educational activities are in place for all children (e.g., if Muslim children are a minority, there is education about Islam)
- School administrators and staff are actively involved in minority-focused community organizations and activities
- Staff helps create and sustain parent/family support programs for minority populations
- Staff identifies and actively addresses gaps in school-community involvement, which provides the infrastructure for student service, and for minority advocacy
- The school consults with appropriate professionals if targeted children have special needs, or with community-based resources if a bias-pattern is observed
- Children with neuroatypical conditions (mild autism ('Aspergers'), ADHD, Tourette Syndrome or other easily misunderstood conditions) are *not* referred to law enforcement for 'provocative' statements/behavior; the IEP is reviewed when behavioral problems occur
- Reports to parents take into consideration the possibility that parents may be informed of a child's gender identify or sexual orientation, which may place the child at risk
- When patterns of bias-based bullying are identified, parents are informed of legal and supportive options (eg, SPAN, NJ Division on Civil Rights, GSE, CAIR, etc.)

Parent Engagement and Support
- Every parent or guardian has at least one staff member who especially knows them
- and whom the parent knows has a special interest in them (cares)
- A parent coordinator makes active, ongoing efforts to maximize parent involvement and connectedness
- Most parents attend PTC and similar meetings
- Parent support groups (especially for minorities, including for special needs) exist, are created as/if needed, are robust, or growth efforts are actively underway
- *Again*, when patterns of bias-based bullying are identified, parents are informed of legal and supportive options (eg, SPAN, NJ Division on Civil Rights, GSE, CAIR, etc.)

Parent Communication
- The school actively and fully communicates with parents when bullying occurs, not primarily or only by form letters
- The school *doesn't* use confidentiality as an excuse to limit communication with parents
- The school initiates contacts so that parents do not hear about problems first from their child or others (e.g., friends, other parents)
- Regular, scheduled, structured appointments with the parents of bullied children, and/or with the child, to address continuing issues
- *Again*, when patterns of bias-based bullying are identified, parents are informed of legal and supportive options (eg, SPAN, NJ Division on Civil Rights, GSE, CAIR, etc.)

3

Staff Responds to Mean Behavior
- Staff always respond to mean behavior (response can be creative or just observation)
- When bullying occurs, there is an urgent, appropriate adult response
- Staff do not wait to react to incidents but proactively identify incidents and patterns, anticipate problems, systematically identify vulnerabilities, assume patterns may exist when incidents are noted, especially those targeting minority children
- Teachers and administrators increase support and protection for the targeted child

School Climate (or Safety) Team
- A school safety (or climate) team focuses on bullying and other violence issues
- The team meets at least bi-monthly, more often as/if needed, and is expected to repeatedly make changes, improvements, impact
- The anti-bullying specialist (per the ABR) leads the school safety team and has ongoing responsibilities for school culture and climate beyond investigating incidents
- There is a written description of ABS duties, of which the ABS is aware
- The ABS takes primary responsibility for convening processes to assess and address the continuing experience of the bullied child and his family in the school

When There Are Programs Introduced or in Place
- The school ensures adequate training and 'buy-in'
- The school community (primarily teachers) understands and supports the program
- The school follows program guidelines, using/distributing materials, carrying out all steps, but content is also adjusted to reflect specific setting (e.g., types of bullying prevalent)
- The school integrates the anti-bullying program with other programs in use ("unjumbled schoolhouse")
- The school actively assesses program impact, collects data about program effects

Teacher Behavior
- Teachers notice most bullying
- Negative teacher behavior is identified as a problem, with remedial approaches in place
- The school ensures that teachers and other school staff (such as school nurses, coaches, aides) adequately understand and address bullying through training and support

Engage the School Nurse (and other allied professionals)
- The school assumes children who visit the school nurse multiple times, especially for diffuse complaints (headache, stomach ache), or for incidents involving being hit, even accidentally, by other children, may be targeted children
- The school ensures that school nurses are informed of the child's social/emotional status, including history of incidents

Disciplinary Practices
o Suspension and expulsion rarely used, no Zero Tolerance approaches
o Mental health consultation program in school and the home to address behavioral issues in young children
o Consequences invariably, fairly applied – reasonable and appropriate to the situation and the child's development/capacity
o Consequences change/escalate for repeated behaviors, responses to each incident varies
o Consequences always accompanied by facilitated reflection, usually by restorative behavior.
o Rubrics describe to the school community (children as well as parents) the school's response when incidents occur and when patterns of bullying behavior are identified
o The school response is not primarily driven by child/parent preferences and demands

Children Who Bully
o Children who bully invariably receive consequences
o Consequences are reasonable and appropriate to the behavior and the child's development
o Children who both bully and are bullied (repeatedly) get additional individual attention
o Children who bully receive help to reflect and engage in restorative acts
o Suspensions are uncommon, short and children actively engaged if away from school

Increased Supervision When Bullying Occurs
o Staff increase observation, especially of high-risk areas
o Once incidents have occurred, staff observation/monitoring is proactive
o There is both direct observation and obtaining of collateral information

Reporting
o Children (or parents) are not required to write a report about a bullying incident
o Incidents and patterns reported to the district ABC, Board of Education, NJ DOE, as required

Bullied Children
o Children are not asked to ignore or minimize incidents, to be less sensitive or reactive, to stay away from the bullying child or to befriend those who hurt them
o Targeted children are not brought together in interventions
o Targeted children and children who bully are not brought together to discuss the aggression
o Targeted children are not expected to discuss their victimization experience in front of the aggressor, or publicly (in front of an authority figure or other children)

Correct Understanding of Bullying
o Understood that bullying primarily arises in institutional settings that have inadequate cultures and climates, not because of bad families, communities or children
o Understood that the usual direction of causality is from school out to home and community

5

School Seeks History and Context
o The school seeks to identify other children who have been hurt (by the same child), and to identify and address patterns of harm by groups of children
o The school seeks information about a child's social and emotional experiences and status

Overreliance on Counseling
o The school recognizes that counseling (the bullied child or the child who hurts others) is not a sufficient response
o When counseling is offered to the targeted child, it should be made clear to the child and family that the counseling is supportive because of what the child has experienced, not because the school feels the child needs to change
o Children should be aware that counseling is provided to children who hurt other children, to help them behave differently

Change of School Setting
• The school offers parents the option of transfer of bullied children as a "last resort" in order to protect children from further harm, and facilitates the arrangement

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