

POSITIVE SCHOOL CLIMATE

The Governing Board desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5132 - Dress and Grooming)

(cf. 5144 - Discipline)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Board encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The district shall provide instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6141.6 - Multicultural Education)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

(cf. 5126 - Awards for Achievement)

(cf. 5131.4 - Campus Disturbances)

(cf. 5136 - Gangs)

(cf. 6142.4 - Learning through Community Service)

The school shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

Legal Reference: (see next page)

POSITIVE SCHOOL CLIMATE (continued)

Legal Reference:

EDUCATION CODE

233.5 Duty concerning instruction of students

35160 Authority of governing boards

35160.1 Broad authority of school districts

POSITIVE SCHOOL CLIMATE**Bullying Prevention****PURPOSE**

Montgomery Creek School seeks to create a Bully Free environment. As part of our Best Practice Policy of The Three Be's (Be Safe, Be Respectful, Be Responsible) Montgomery Creek School actively seeks to provide an environment that is safe; where all students and staff show respect for others; and all demonstrate responsibility for following school rules and helping others. Bullying violates fundamental human principles. The effects of bullying are extensive and far-reaching. It is a basic right for a student to learn and reach their full potential in a safe and secure environment. Bullying can be carried out physically, emotionally or verbally. Montgomery Creek School will not tolerate bullying.

DEFINITION

Bullying is when someone repeatedly and intentionally uses his or her power to hurt, isolate, or scare others. It can be perpetrated by an individual or by a group.

Bullying usually has three common features:

- ◆ It is deliberate, hurtful behavior
- ◆ It is repeated often over a period of time
- ◆ It is difficult for those being bullied to defend themselves because of a perceived power difference

There are four main types of bullying:

1. Physical: hitting, kicking, taking belongings, pushing, etc.
2. Verbal: name calling, insulting, racist remarks, sexist remarks
3. Indirect: spreading stories, excluding from groups, negative body language
4. Cyber bullying: emails, texts etc that intimidate or hurt others

WHAT BULLYING IS NOT

There are many negative behaviors which, although distressing to those involved, are not classified as bullying. These instances often may require teacher intervention and management. The following situations are often confused with bullying:

- ◆ Mutual conflict: In mutual conflict situations, there is an argument or disagreement between students, but not an imbalance of power. Mutual conflict may evolve into a bullying situation at some point if it is not resolved; for example, when one person becomes targeted repeatedly for 'retaliation' in a one-sided way.
- ◆ Social rejection or dislike: Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress, exclude, or create dislike by others, it is not bullying.

- ◆ Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation: Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion, this does not constitute being bullied. This does not, however, lessen the seriousness of the incident or the subsequent consequences.

GUIDELINES

- ◆ The school will actively use both violence prevention curricula, to help stop bullying from occurring in the first place, and intervention strategies, to stop it if it does occur, to minimize bullying incidents in the school.
- ◆ To raise the awareness of all members of the school community that they have a responsibility to recognize bullying and to take action.
- ◆ The school community will follow protocol to ensure a Whole School Approach to anti bullying
- ◆ To integrate anti bullying and anti harassment strategies into classroom programs.
- ◆ For staff to treat any report of bullying seriously and take action.
- ◆ To keep Montgomery Creek School parents informed about student welfare and safety.
- ◆ Enhance support avenues for students who are affected such as creating a safe school climate where students feel empowered to report all incidents of bullying.

IMPLEMENTATION

- ◆ Gather information by carrying out observation/surveys to clarify what is happening in the school and to act upon results.
- ◆ Teach and model social skills and provide opportunities for practicing these skills.
- ◆ Ensure that all students are aware of what bullying is and what it is not, that it will be taken seriously and will not be tolerated.
- ◆ Create open, caring, and safe learning environments where students feel comfortable reporting bullying.
- ◆ Develop clear statements and reporting methods for bullying incidents, for first and persistent offenders.
- ◆ Provide professional development and support for staff and students in implementing programs and procedures.
- ◆ Use “Second-Step,” “Too Good for Violence/Drugs,” and “Stop Bullying Now” curricula to support the implementation of the program within the school.
- ◆ Ensure staff and students follow protocol.
- ◆ Develop communication skills between students which will involve collaborative problem solving, negotiation, and conflict management.
- ◆ To ensure consistency in dealing with bullying incidents.
- ◆ Encourage school leaders to take an active role in negotiation and resolving issues with other children.
- ◆ Provide parents with strategies and support in helping their children deal with conflict

EVALUATION

Ongoing monitoring and evaluation of progress through;

- ◆ Records of incidents kept in student discipline files
- ◆ Staff meetings, PLCs which discuss and review strategies and approaches to current bullying incidents.
- ◆ Continued use of Surveys

Protocol for Dealing with Bullying

STUDENT

- ◆ At Montgomery Creek School it is expected that all cases of bullying will be reported by students. Reporting an incident is a mature and responsible act not “tattling.”
- ◆ All students should be confident that adults will listen and provide support.
- ◆ Students will be encouraged to support each other in eliminating bullying.
- ◆ Students should be discussing incidents with the class teacher, and have at least 3 adults on campus with whom they can talk to: Teacher, Aide, Office Staff, Bus Driver, and Principal, etc.

STAFF

All staff is expected to act on witnessed and reported incidents of bullying.

They should:

- ◆ Take all reported instances of bullying seriously.
- ◆ Listen to the student/s and through inquiries clarify the incident.
- ◆ Assure the reporting student/s that they have acted correctly in reporting the bullying.
- ◆ Record the incident on behavior referral form.
- ◆ Inform administration of the children involved.
- ◆ follow up recommendations and/or action taken by teacher to resolve issue
- ◆ Refer incident if necessary to Administrator for further action and/or parent notification.

SCHOOL

All referred incidents will be brought to the attention of the Administrator. Whereby appropriate mediation that occurs may involve the following

- Parent notification - involvement in strategies and action plan.
- Investigation and Mediation.
- Participation in a Counseling group if appropriate.

PARENT

Parents and families have an important part to play in helping the school deal with bullying by:

- Watching for signs that their child is being bullied or is bullying others.
- Contacting the school as soon as any concerns arise.

Procedures for students

What to do if you are bullied – or witness a bullying incident.

Always tell an adult about the incident. The teacher, administrator, bus driver, or aide will listen and speak to the other children involved. They will fill out a Behavior Referral and will deal with the incident personally and inform the student's teachers.

Remember to listen attentively to parents and staff when providing you instruction on appropriately dealing with bullying.

Victim

- remove yourself from the situation as quickly as possible
- report the incident to a person in a position of authority
- be firm and clear with the bully that you want the bullying to stop
- do not blame yourself

Bystander

- report the incident to a person in a position of authority
- refuse to join in
- be firm and clear that you want the bullying to stop