

ISLESBORO CENTRAL SCHOOL

Bullying Policy

Islesboro Central School recognizes that bullying constitutes inappropriate conduct that is detrimental to the learning process and the establishment of a safe school environment. ICS opposes bullying and adopts this policy to encourage all members of the school community (teachers, other school employees, volunteers, students, parents) to take appropriate steps to prevent and respond to bullying behaviors.

Conduct

A student is being bullied or victimized when she or he is exposed, repeatedly and over time to negative actions by one or more students or an adult. Bullying is a form of aggression or a negative action when a person(s) perceives an imbalance of power and intentionally inflicts, or attends to inflict, injury or discomfort upon another. Bullying may include, but is not limited to the following types of conduct:

Verbal: hurtful name-calling; teasing; threatening; taunting; gossiping; sexual comments

Social/Emotional: shunning; isolating; rejecting; terrorizing; extorting; defaming; humiliating; blackmailing; ostracizing or defaming on the basis of personal characteristics such as race, disability, ethnicity, or received sexual orientation; manipulation friendships, initiating rumors; and exerting coercive peer pressure

Psychological: making faces, making demeaning or dirty gestures

Physical: any sort of aggressive physical contact, including punching; shoving; poking; choking; pulling hair; beating; biting; restraining; and excessive tickling, throwing objects, spitting

Cyber: text messages, chat rooms, blogs, e-mail

Note: bullying of a sexual nature will be addressed through ICS's policy and procedures for sexual harassment.

Administrative Procedure

Prevention

1. Written information about the identification, prevention, and correction of bullying shall be provided to school employees, students, and parents.

2. ICS Shall provide to all school employees training about the nature and seriousness of bullying, as well as prevention and intervention strategies.
3. Learning activities shall be provided to students regarding the nature and seriousness of bullying; knowledge, attitudes, and skills necessary to discourage bullying; standards of acceptable behavior; and ways in which students can be actively involved in creating a safe school environment.
4. Communication between teachers/administrators and parents shall be encouraged to promote the strong partnerships necessary to most effectively prevent and intervene with bully/target problems.
5. In order to gauge program effectiveness and needs, regular assessment of bully prevention programs shall be made.

Intervention

1. Allegations of bullying shall be promptly investigated. Consideration shall be given to the due process rights of the accused as well as the need for confidentiality and safety of the target and/or reporting person.
2. Individualized interventions to equip students with pro-social and coping skills shall be provided to those who exhibit bullying behavior and those who are targets of such behaviors.
3. Any person who reports an incident of bullying shall not be subject to retaliation. Appropriate measures shall be taken to discourage and promptly address any retaliation or attempts to “get even” with the target and/or the person who reports the bullying conduct.

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Components of Climate

Emotional Warmth

Are people generally friendly, kind, and sincere? Do people feel physically and emotionally safe? Do staff and students feel a sense of belonging?

Positive Modeling by Adults

Do all of the adults in the school model the behavior that they want from the students?

Respectful Relationships between Staff

Does all the staff show respect for each other? Do teachers, ed. techs and specialists treat each other with respect? Is it safe to openly disagree with someone? Are disagreements handled with maturity and resolved in a respectful manner? Do people talk behind others' backs? Is the faculty room a place to relax or do some avoid it?

Consistent Non-hostile Discipline

Does everyone evenly enforce rules? Is discipline done in a firm but kind manner? Do adults yell at students, use sarcasm, or threaten to maintain control of student behavior? Are consequences designed to teach better behavior or to punish certain students?

Uniform Expectations

Does all staff know policy and procedures regarding behavior? Are academic and behavioral expectations clearly communicated to students and parents? Can students easily transfer expectations from one call to another? From one year to another?

Caring between Staff and Students

Do teachers have genuinely caring relationships with students? Do students approach teachers for academic help or advice about social issues? Does all staff respond to student requests for assistance even if they do not know the student? Does staff act as though "all students are my students?"

Respectful Relationships between Students

Do students show positive regard for other students in their classroom even if they are not best friends? Is there an atmosphere of accepting differences amount the student body? Are some students singled out as targets of mean teasing because of being different? Do students protect each other by reporting bullying and harassment?

Positive Social Context

Is the context of “school” a positive experience for students and staff? Are students and staff glad to be here? Do students and staff greet each other in a friendly way? Do students respond appropriately to a friendly greeting? Are good manners a part of the school culture? Do students know that they will be treated fairly?

Shared values/principles

Administrators, teachers, and parents have common goals for student learning and behavior. They share a common belief in the kind of people students are capable of becoming, and express that belief in the day-to-day activities of the school.

Fun

Are there times for the students and staff to have fun together? Are there traditions and scheduled celebrations? Are parents included in the fun?