

Bullying and My School: School Assessment and Reflection Tool

In this reflection survey, please indicate the extent to which you agree or disagree that each statement correctly describes the dominant behavior in your school.

1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

A. Determining the school tone

- Staff displays a respectful attitude toward all students.

1 2 3 4

- Students display a respectful attitude toward all adults.

1 2 3 4

- Students display a respectful attitude toward one another.

1 2 3 4

- Administrators seldom display bullying behavior.

1 2 3 4

- Teachers seldom display bullying behavior.

1 2 3 4

- Support staff (secretaries, custodians, etc.) seldom display bullying behavior.

1 2 3 4

- Parents/guardians seldom display bullying behavior when in the school or on school grounds.

1 2 3 4

- Visiting board personnel (superintendents, trustees, consultants, etc.) seldom display bullying behavior.

1 2 3 4

- Students seldom display bullying behavior.

1 2 3 4

B. Identifying school anti-bullying policies

- The school has a written policy regarding bullying.

1 2 3 4

- A copy of the school's anti-bullying policy has been sent home this year to parents/guardians.

1 2 3 4

- A parent/guardian information night regarding the school's anti-bullying policy has been held this school year.

1 2 3 4

- A student assembly regarding the school's anti-bullying policy has been held this school year.
1 2 3 4
- Teachers have been directed to review the school's anti-bullying policy with their students this term.
1 2 3 4
- The school's anti-bullying policy clearly states specific sanctions and the specific behaviors that trigger these sanctions.
1 2 3 4
- The school's anti-bullying approach contains options for some form of anger management, impulse control, and the development of empathy in bullies.
1 2 3 4
- The school's anti-bullying approach includes some form of adult-led talk-therapy support for targets.
1 2 3 4
- The school has a written code of behavior regarding electronic communications (computers, text messaging, cell phones) that includes dealing with forms of electronic bullying.
1 2 3 4
- The written code of behavior regarding electronic bullying has been sent home this year to parents/guardians.
1 2 3 4
- Students understand the seriousness of electronic bullying.
1 2 3 4

C. Implementing the anti-bullying policies

- A staff meeting has been held this year to discuss bullying and anti-bullying measures.
1 2 3 4
- Teaching staff have been in-serviced within the past two years on the nature of student bullying and what to do about it.
1 2 3 4
- Teaching staff have been in-serviced within the past two years on the nature of adult bullying and what to do about it.
1 2 3 4
- Administrators agree with all aspects of the anti-bullying policy.
1 2 3 4
- Administration consistently imposes sanctions for bullying whenever they are warranted.
1 2 3 4
- Administration correctly uses intervention strategies instead of, or as well as, sanctions when warranted.
1 2 3 4

- Teachers agree with all aspects of the anti-bullying policy.

1 2 3 4

- Bullying behavior among students is never tolerated in the classrooms.

1 2 3 4

- Bullying behavior by and among adults is never tolerated by administration.

1 2 3 4

- Teachers are on time for their supervisory duties.

1 2 3 4

- Teachers accept responsibility for supervising all students anywhere in the building or on school grounds.

1 2 3 4

- Bullying behavior among students is never tolerated anywhere in the building or on school grounds.

1 2 3 4

- Staff and administration strictly enforce the code of behavior regarding electronic bullying.

1 2 3 4

D. Evaluating the state of bullying in the school

- The teaching staff was surveyed at some time this year to ascertain the extent and nature of bullying in the school.

1 2 3 4

- The non-teaching staff was surveyed at some time this year to ascertain the extent and nature of bullying in the school.

1 2 3 4

- The students were surveyed at some time this year to ascertain the extent and nature of bullying in the school.

1 2 3 4

- The parents/guardians were surveyed at some time this year to ascertain the extent and nature of bullying in the school.

1 2 3 4

- The school has some mechanism for determining each year the success of anti-bullying measures.

1 2 3 4

- A safe, orderly, and equitable environment is maintained throughout the school.

1 2 3 4

E. Identifying the degree of collaboration within the school

- Administration uses cooperative learning strategies with teachers.

1 2 3 4

- Teachers use cooperative learning strategies with students.

1 2 3 4

- Administration and staff work together as a mutually supportive team.

1 2 3 4

- Teachers have meaningful input into setting the agenda for staff meetings.

1 2 3 4

- Teachers have meaningful input into budget, timetable, and curricular priorities.

1 2 3 4