Working together we can make a difference

Tips for Parents if your child is dealing with a bully-
ing situation:

Step 1—Work With Your Child
-Thank your child for telling you and discuss
 the specifics about the situation.
 Who is doing the bullying? What happened?
 Where did it take place?
-Find out how your child responded to the
 situation and if others were present.
-Have your child report the situation to a
 member of the school staff.

Step 2—Work With The School
-Meet with your child's teacher and discuss
 what is happening to your child.
-Meet with the school counselor.
(Go to Step 3 if needed)

**Step 3—Work With Building Level
Administration and District Administration**

Tips for Students
-If bullied, tell a teacher, school staff
 member and parents. Telling is NOT tattling
 if you feel hurt or scared. It is reporting.
-Do not retaliate or get even.
-Respond in a firm voice without losing your
 temper, or say nothing and walk away.
-Stand by each other. If you watch, laugh, or
 ignore you are part of the problem. It is your
 school!

Tips for Teachers
-Know your school and district policies on bullying
-Treat students and others with respect
-Conduct classroom activities about bullying
-Take immediate action when a situation occurs

Arnold Memorial Elementary

472-2241

Blythe-Bower Elementary

479-5121

Cleveland High School

478-1113

Cleveland Middle School

479-9641

Donald P. Yates Primary

479-1723

E. L. Ross Elementary School

479-7274

George R. Stuart Elementary

476-8246

Mayfield Elementary

472-4541

Teen Learning Center

339-0902

Cleveland City Schools Administrative Offices

472-9571

CLEVELAND CITY SCHOOLS
EVERY CHILD, EVERY DAY

Anti– Bullying Program

WE must all work together.

Dr. Ringstaff's Message :

Bullying can be an issue at every school in America. Cleveland City Schools is taking a proactive approach to minimize the chances that bullying will occur in our buildings. The general consensus is that one out of three children is bullied at school, in the neighborhood, or online and that one out of three children bully others. Regardless of where it occurs, bullying is a problem that affects ALL of our children - those who bully, those who are victimized, and those who are witnesses to interpersonal violence. As we continue to enhance our anti-bullying processes, we ask for your help as well. The anti-bullying message shouldn't stop at the classroom doors. Parents can assist by sharing the message at home as well. Thank you for all that you are doing and will do to support our endeavor of eliminating bullying in our schools.

Martin Ringstaff, Ed.D.
Director of Schools
Cleveland City Schools

Reference board policies

6.304

Definition of Bullying
Bullying can be defined as repeated and systematic harassment and attacks on others, perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviors, such as but not limited to:

- Physical violence and attacks
- Verbal taunts, name-calling and put downs including ethnically-based verbal abuse and gender-based put downs
- Threats and intimidation
- Extortion or stealing of money and possessions
- Exclusion from the peer group
- Cyber bullying

Action Plan
Classroom Activities and Resources
Classroom activities on an ongoing basis are important to the anti-bullying program. The following measures should be taken in the classroom:

- Developing a class code of conduct with regard to treatment of other students, with specific reference to bullying and exclusion of other students. Both desirable and unacceptable behavior should be simply and clearly defined and written, with student input.
- Following up with immediate, consistent, non-violent consequences for all bullying and aggressive behavior.
- Recognizing and praising positive friendly and supportive behaviors of students toward one another on a frequent basis.
- Teaching non-violent, non-racist and non-sexist ideas, values and behaviors, as a core part of the daily curriculum.
- Teaching social skills, including communication, making friends, accepting feedback from others, conflict resolution, appropriate assertiveness and problem solving.
- Modeling by the teacher of positive, respectful, and supportive behavior by teacher toward students.
- Using cooperative learning groups to include less popular, more timid children in small, positive and accepting social groups.