

## Key Components of Whole School Approach

Schools are ecological systems where relationships and environmental factors directly and indirectly influence student behavior and well-being. These complex interactions between children and their environment can either support or discourage prosocial or antisocial behavior. Consideration of the school as an ecological system means that any intervention for bullying and sexual harassment needs to take into account the role of all stakeholders (students, teachers, parents, staff, administrators, etc.) and leads to certain assumptions:

- Bullying and sexual harassment are complex behaviors that occur in an environmental context.
- Families and community members must be active partners with educators to create lasting intervention.
- Intervention must address the environmental factors like staff and student behavior that supports bullying or sexual harassment.
- Interventions require systematic changes to policy and administration to have lasting impact.

### School:

At the school level, there are key components that should be considered as you address bullying. There are resources in this website to help in addressing these issues.

- *Safe Committee*: Establish a committee on campus that deals with bullying issues, including implementation and maintenance of programs and education.
- *Gather information*: Assess what is occurring at your school, including surveying students, staff, faculty and parents about bullying at your school. Also, identify policies and programs that are relevant to bullying at your school.
- *Communication and Reporting*: Establish a reporting procedure for kids, including one that allows for anonymous reporting. Along with this idea is the protocol for communication of issues by staff, meaning where to report, and who is the lead in bullying issues. This includes a feedback loop to keep others informed of reported incidences, which makes all people, including students feel their voice matters.
- *Policy*: Identify and/or clarify/write a policy for the school, and then make it a part of the school, both by posting and going over it with students.

- *Environment*: A clean environment actually makes for a safer environment. Even more important, displaying kids work or making it student-related connects students more to the school.
- *Programs*: Identify programs that can be used to help address situations, behaviors and specific stakeholders, many of which may already be used or at least accessible for your school.
- *Educate*: Inform all stakeholders of information, policy changes and expectations concerning bullying, including establishing orientation procedures for all new students, staff, faculty and parents.

### **Classroom:**

We also identify components that are important in the classroom for teachers to consider, or that they themselves can do, in conjunction with the larger school changes, or to do regardless if no changes are occurring in the school.

- *Needs assessment*: Identify key issues of concern in your classroom, which may include surveying students.
- *Reporting*: Establish a procedure for kids to report bullying situations, or if a school one exists, make sure kids are aware of it. And keep their confidence when they do report an incident.
- *Rules*: Establish rules, go over them, post them and be consistent with holding kids to them.
- *Empower student*: Get kids to be part of the solution, which means first, get kids talking about such issues in class, even as general discussions, or through curriculum (a book for example).