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Utterly Global Newsletter

Addressing Bullying Behaviors Through Culture And Climate...

It's All About Relationships

There is growing appreciation of the role of school social climate and its connection to bullying. Kids that are bullied suffer from anxiety and depression and don't feel safe and connected to their school.

School culture and climate is the quality and character of school life. It fosters children's development, learning and achievement. School climate is based on the patterns of people's experiences of school life; it reflects the norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures that comprise school life.

Positive school climate promotes positive self-esteem and self-concept in students. It is also vital to their academic learning. Students in schools that foster positive relationships within their school community are absent less frequently, feel a strong connection to their school, and consequently get better grades. Teachers also benefit from a positive climate. The collaborative and engaging intellectual environment that is part of a positive climate improves teachers' practice. Teachers in positive schools are more satisfied with their careers and likely to remain longer in the same schools than teachers in schools with negative climates.

Guidelines for schools addressing school climate:

Student Voice

- Does your school support students in making



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<http://antibullyingprograms.org/Hero-Campaigns.php>

Utterly Global Bullying Prevention Offers:

Training

Assessment/Surveys

Classroom and After School Programs

Customized Professional

Development Workshops

Parent Presentations

Student Workshops

Visit our web site and click on "Training" or "Programs" to learn more.

Utterly Global Is Teaming Up With Sears



New! Utterly Global Youth Empowerment 501(c)(3)

Start a club in your school or in your after-school program!



Call 908 272-0631

Utterly Global Youth Empowerment manual was created as a resource to help students develop UGYE clubs in their schools and communities.

For Grades 3-12 Complete with PowerPoint presentation.

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contributions to society and providing service to others?

- Do you involve students in conversations about their own learning and their learning environment?
- Do you incorporate their ideas into school improvement planning?
- What kinds of opportunities are available to allow students to act as leaders (e.g., leadership camps, opportunities to organize school events, initiatives)?

Parent Engagement

- How does your school make parents feel welcome?
- In what ways do you encourage parents to share their ideas and concerns to help support student achievement and well-being?
- What feedback mechanisms are in place to respond to parents' input?
- How do you ensure that the diverse communities represented in the school are also represented on your school committees?
- What strategies are in place to identify and remove discriminatory barriers that limit the engagement of students, parents, and diverse communities?
- What processes are in place for parents to communicate with teachers or other staff members if their child is experiencing problems?
- How do you support new students and families as they become part of the school community?
- How do you involve family and community members in the school (e.g., by inviting them to events that celebrate diversity)?

Community Partnerships

- How visible and welcoming is your school to members of the community?
- Do you invite community partners into the school to share their knowledge and expertise?
- Does your school promote the school as a community hub by collaborating with diverse community groups? In what ways?
- How do you know whether your community partnerships are effective in supporting student achievement and well-being?

Learning Environment

Carol Blank

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- Does your school promote a culture of high expectations for learning for all students in our school? In what ways do you create this culture?
- In what ways does your school support and inspire all our students to succeed?
- How do staff members ensure that students see themselves and their experiences reflected in what they are learning, in their learning materials, and in their surroundings?
- To what extent are students and staff given authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives?
- How do you incorporate a sense of the importance of positive character attributes into instruction and assessment on an ongoing basis? Do we discuss, model, and reinforce such traits as part of classroom instruction and school life?
- In what ways do staff members promote a sense of belonging to the school and its community among students and parents?
- How do you address issues that challenge students' ability to learn?
- What do we do to provide a learning environment that supports students in overcoming challenges in learning?
- In what ways do students and staff members identify and eliminate discriminatory biases? How do we address systemic barriers?

Social-Emotional Environment

- How does your school make students, parents, school staff, and other members of the school community feel safe, welcome, and respected?
- How do you promote an appreciation of differences and a culture of respect for all?
- How do you promote and encourage the understanding and development of healthy relationships among staff, students, and parents?
- How do you create an environment in which students feel comfortable asking for help?

Physical

- What does your school do to ensure a welcoming and safe physical environment in our school?
- What processes are in place for students to report problems they see in their

surroundings, such as broken windows or graffiti?

- What processes are in place to help students and staff take responsibility for the physical environment of the school?

Lorrie Sanchez
Carol Blank