

CHECKLIST FOR TEACHERS – self-evaluation

The school environment is a space where different characters meet and different personalities collide. Some are misunderstandings, others are sporadic conflicts, but those that are repeated acts and involve an imbalance of power, i.e. bullying and cyberbullying situations, can be brought to your attention by the victim, aggressor or witnesses.

Bullying and cyberbullying, as a repetitive and aggressive acts, could be rare/frequent in your school, could be rare/frequent in some classes, could be rare/frequent between some same students or, could be rarely/frequently reported to you. Rare or frequent, these aggressive behaviors had important consequences on psychological, physical, emotional and social life of the victims and bystanders.

All situations are different, as are the actors involved. Some require an approach according to the rules, others require an adapted, subjective approach and an involvement in solving the bullying or cyberbullying situation, which, in most of them, must be stopped immediately.

To self-evaluate the manner in which you are involved in knowing about, mediating and solving these situations, please check if:

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| <ul style="list-style-type: none"> <input type="checkbox"/> I was trained how to recognize the signs of bullying <input type="checkbox"/> My students usually tell me about bullying and cyberbullying events <input type="checkbox"/> I am always take attitude in front of aggressive behaviors in school environment <input type="checkbox"/> I am always carefully and emphatically investigating the behavioral changes for my students <input type="checkbox"/> I am always in contact with parents from my class <input type="checkbox"/> I am always reporting aggressive behaviors to parents <input type="checkbox"/> I am always reporting aggressive behaviors like bullying and cyberbullying to principal <input type="checkbox"/> My school has specific rules for bullying <input type="checkbox"/> My school has an ethical code that is always applied <input type="checkbox"/> I am aware about dysfunctional families in my class <input type="checkbox"/> I am aware about the the risks for some students (obese, visual imparements, poor physical or mental health) <input type="checkbox"/> I practice specific rules in my class, apart from schools” rules, in order to maintain a good and friendship atmosphere among my students <input type="checkbox"/> I am always sharing the incidents with other teachers of my students <input type="checkbox"/> I am always investigating incidents by talking, separately, with the victim, the aggressor and bystanders. | <ul style="list-style-type: none"> <input type="checkbox"/> In case of bullying and cyberbullying I am asking for help (school counsellor, psychologist, etc) <input type="checkbox"/> I am always supervizing gifted children <input type="checkbox"/> I am always supevizing vulnerable children from socio-economic point of view (poverty, single parent family, poor environment etc) <input type="checkbox"/> I am always supevizing possible sexual harassment/gender orientation <input type="checkbox"/> I am always supevizing children that have different religious beliefs <input type="checkbox"/> I am always supevizing children with low self-esteem <input type="checkbox"/> I am always supevizing children with high levels of anxiety, loneliness, sadness or stress <input type="checkbox"/> I am always supevizing children with poor (decreasing) academic results <input type="checkbox"/> I am always supevizing children being previously victims of bullying <input type="checkbox"/> I am always supevizing children with poor appearance and poor clothes <input type="checkbox"/> I am always supevizing children with secretive life <input type="checkbox"/> I am always supevizing children for alcohol, drug or tobacco use <input type="checkbox"/> I am always supevizing children for risky and self-aggressive behaviors (mutilation, suicide attempts, decreasing appetite, sleep troubles etc) <input type="checkbox"/> I am always supevizing children with high risk for drop-out |
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