

The Runnels School
Bullying Prevention Program



The Runnels School Bullying Prevention Program

Keys to the Program

We must all be on the "same page"

This is a school-wide program

We must agree on the definition of bullying

All teachers must deal with the bully/victim problem / not avoid it

We must have school-wide rules

The program focuses on **prevention** / Bullying is not a big problem at Runnels
Runnels is a school for all races, religions, and national origins. We want to continue and enhance the Runnels School tradition of excellence and tolerance.

- Our Program is based on the Olweus (pronounced Ol-VEY-us) Bullying Prevention Plan

Why did we choose this program?

This program has been recognized by:

The Office of Juvenile Justice and Delinquency Prevention & the Center for the Study and Prevention of Violence (University of Colorado), as one of only 11 Blueprints for Violence Prevention

The Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services, as an Exemplary Program

Research supports the program's effectiveness.

What is a Bully?

- *We must all use the same definition*

Bullying can be generally defined in the following way: **A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students.**

Such negative actions include intentionally inflicting, or attempting to inflict, injury or discomfort upon another. These behaviors can be carried out physically (hitting, kicking, pushing, choking), verbally (by calling names, threatening, taunting, malicious teasing, spreading nasty rumors), or in other ways, such as making faces or obscene gestures, or intentional exclusion from the group.

"Direct Bullying": Open (usually verbal or physical) attack on the victim

"Indirect Bullying": usually more subtle, social isolation or exclusion from the group

We usually associate boys with direct bullying and girls with indirect bullying. Of course, boys and girls engage in both forms of bullying. Indirect bullying can be just as harmful, if not more so, than direct bullying to a child.

Bullying is characterized by the following three criteria:

- 1) it is aggressive behavior or intentional harming other students
- 2) it is carried out repeatedly and over time
- 3) it occurs within an interpersonal relationship characterized by an imbalance of power

Being a Victim- Possible Signs

Children or young people who are being bullied may display one or (usually) several of the following signs at school:

Primary signs

- are (repeatedly) teased in a nasty way, called names (may also have a derogatory nickname), taunted, belittled, ridiculed, intimidated, degraded, threatened, given orders, dominated, subdued
- are made fun of and laughed at in a derisive and unfriendly way
- get picked on, pushed around, shoved, punched, hit, kicked (and are not able to defend themselves adequately)
- are involved in "quarrels" or "fights" in which they are fairly defenseless and from which they try to withdraw (maybe crying)
- have their books, money, or other belongings taken, damaged or scattered around
- have bruises, injuries, cuts, scratches, or torn clothing that cannot be given a natural explanation (and have some of the general characteristics listed below)

Secondary Signs

- are (often) alone and excluded from the peer group during breaks and lunch time. Do not seem to have a single good friend in the class.
- are chosen among the last in team games
- try to stay close to the teacher or other adults during breaks
- have difficulty speaking up in class and give an anxious and insecure impression
- appear distressed, unhappy, depressed, tearful
- show sudden or gradual deterioration of school work

General Characteristics of Possible Victims

Victimized students are often in the kinds of situations described and tend to display several of the specific reactions or behaviors listed above. In addition they are likely to have one or more of the following general characteristics:

- may be physically weaker than their peers (applies particularly to boys)
- may have "body anxiety": are afraid of being hurt or hurting themselves; are physically ineffective in play activities, sports, and fights; have poor physical coordination (applies particularly to boys)
- are cautious, sensitive, quiet, withdrawn, passive, submissive, and shy; may easily take to tears
- are anxious, insecure, unhappy, and distressed and have a negative view of themselves (poor self-esteem); in a sense, they signal to others that they are worthless and inadequate individuals who will not retaliate if attacked or insulted- they are "easy targets"
- have difficulty asserting themselves in the peer group, both physically, verbally, and in other ways; are usually not aggressive, teasing, or provoking
- often relate better to adults (parents, teachers) than to peers
- may be good, average, or poor students but, whichever is the case, they usually get lower grades in junior high school

Provocative Victims

The majority of the victims (**passive victims**) display one or more of these general characteristics. There are also **provocative victims**, who may to varying degrees show a combination of anxious and aggressive reaction patterns. Bully/victim problems with a provocative victim are often characterized by the fact that many students, perhaps the whole class, may be involved in the harassment. Like their more passive counterparts, the provocative victims may be physically weaker than their peers (if they are boys) and have "body anxiety." Generally they are likely to be anxious, insecure, unhappy, and distressed with a negative view of themselves. In addition, the provocative victims (who are particularly likely to be boys):

- may be hot-tempered and attempt to fight or answer back when attacked or insulted, but usually not very effectively
- may be hyperactive, restless, and generally offensive and tension-creating; may be clumsy and immature with irritating habits
- may be actively disliked also by adults, including the teacher
- may themselves try to bully weaker students

Being a Bully- Possible Signs

Children or young people who engage in bullying other students are often observed to be involved – *as perpetrators* – in such activities as were described under "primary signs" of victims. At school, bullies may display such behavior toward many students but select in particular weaker and relatively defenseless students as their targets. Also many bullies induce some of their followers to do the "dirty work" while they themselves keep in the background.

Passive bullies/followers/henchmen - students that participate in the bullying but who do not usually take the initiative. Both children and adults behave more aggressively after having observed someone else, a "model" acting aggressively. Those who are most strongly influenced by such model effects are probably students who are themselves somewhat insecure and dependent (passive bullies, henchmen), who do not have a natural status among their peers, and who would like to assert themselves.

Another and closely related mechanism is the weakening of the control or inhibitions against aggressive tendencies. The main principle here is that seeing a model getting "rewarded" for aggressive behavior tends to decrease the observer's own "inhibitions" (i.e. ordinary blocks and controls) against being aggressive. Another factor that can lead to students becoming henchmen is a decreased sense of individual responsibility. This "diffusion" or "dilution" of

responsibility also results in fewer guilt feelings after the incident. Finally, over time there may occur changes in fellow-students' perception of the victim. As a result of repeated attacks and degrading comments, the victim will gradually be perceived as a fairly worthless person who almost "begs to be beaten up" and who deserves to be harassed. Such changes in perception also contribute to a weakening of possible guilt feelings in the bullies.

Boys are more likely than girls to be bullies but it should be noted that bullying by girls is more difficult to discover. Girl bullies typically use less visible, and more "sneaky" means of harassment such as slandering, spreading rumors, and manipulating the friendship relations in the class (depriving a girl of her "best friend"). In addition to the specific reactions and behaviors listed above, bullying students are likely to have one or more of the following general characteristics:

- may be physically stronger than their classmates and their victims in particular; may be the same age as or somewhat older than their victims; are physically effective in play activities, sports, and fights (applies particularly to boys)
- have strong needs to dominate and subdue other students, to assert themselves with power and threat, and to get their own way; they may brag about their actual or imagined superiority over other students
- are hot-tempered, easily angered, impulsive, and have low frustration tolerance; they have difficulty conforming to rules and tolerating adversities and delays, and may try to gain an advantage by cheating
- are generally oppositional, defiant, and aggressive toward adults (including teachers and parents) and may be frightening also to adults (depending upon the age and physical strength of the young person); are good at talking themselves out of "difficult situations"
- are seen as being tough, hardened, and show little empathy with students who are victimized
- are not anxious or insecure and they typically have a relatively positive view of themselves (average or better than average self-esteem)
- engage at a relatively early age (as compared with their peers) in other antisocial behaviors including stealing, vandalism, and getting drunk; associate with "bad company"
- may be average, above or below average in popularity among their classmates, but they often have support from at least a small number of peers; in junior high school, bullying students are likely to be less popular than in elementary school
- with regard to school achievement, they may be average, above or below average in elementary school whereas in junior high they usually (but not necessarily) get lower grades and develop a negative attitude in school

Rules = signs in every classroom

1. *We will not bully other students*
2. *We will try to help students who are bullied*
3. *We will make it a point to include ALL students who are easily left out*

These rules target direct and indirect bullying. The kinds of behavior to which these rules refer must be made clear to the students.

Teacher Intention

Teachers must be prepared to intervene quickly and decidedly in bullying situations- also in situations where there is only a suspicion that bullying is taking place. It is quite often possible to decide from intonation, facial expressions, and the atmosphere of the activities whether there is bullying occurring. The guiding rule of action should be to intervene too early rather than too late. We must have the attitude that "we don't accept bullying." If a supervising teacher witnesses a bullying situation but refrains from intervening, this behavior implies a silent condoning of bullying. A teacher who observes bullying or attempts at bullying should, in addition to intervening, also report the incident to the administration.

Program Content:

Core components of the program are implemented at the school, classroom, and individual levels.

School-level components include

- **Formation of a Bullying Prevention Coordinating Committee**

The committee consists of members from all levels of the Runnels School.

Marcia Mackay	Head of School, Elementary Principal / Guidance Counselor Junior
Conchette Foshee	Asst. Head of School, High/Senior High Principal / Guidance Counselor
Rita Haik	Junior High/Senior High Assistant Principal
Beth Golden	Elementary Assistant Principal

- **Training for committee members and staff**

Meeting during workdays
Distribution of program information
Books will be available to "check out" and read
Additional training possible

- **Development of a coordinated system of supervision**

Duty posts before/after school, during recess, and lunch

- **Adoption of school-wide rules against bullying**
- **Development of appropriate positive and negative consequences for students' behavior**

Positive Consequences

Generous praise for pro-social and helpful behavior by students

Negative Consequences

- Teachers

Serious individual talks with bullies and with victims

Let them know this behavior is unacceptable and we (the class) do not appreciate it (positive peer pressure)

Loss of privileges

Send them to see the principal or counselor

- Administration (possible actions)

Conference with student

Investigate situation, question, and counsel with teacher and other students when necessary

Lose Recess time

Write "Bully Essay"

Call the parents

Meet with the parents

- Basically, we are keeping the system we have in place.

REMEMBER:

These consequences are good and acceptable.

These consequences are based on research.

The students DO NOT need to be humiliated. Consequences that humiliate our students are unacceptable.

Students bully teachers at times, but you cannot stoop to that level. Do not fall into the trap of arguing with them. Try to re-direct the conversation and tell them you can talk about it later. Please avoid sarcasm and don't discuss students in negative ways in the "lounge."

It is nonproductive.

Teachers and parents need to be role models.

- Holding staff discussion groups related to the program

Classroom-level components include-

- **Reinforcement of school-wide rules against bullying**

Also: signs with program symbol and rules in every classroom

- **Holding regular classroom meetings with students to increase knowledge and empathy** (Each principal will select teachers to implement this part of the program.)

One lesson per semester
Lesson plans will be provided for teachers

- **Information for parents**

Letter sent home informing them of the program
"Warning Signs" information sent to parents and/or posted on web site

Individual-level components include-

- Interventions with children who bully
- Interventions with children who are bullied
- Discussions with parents of involved students

Steps for Intervening in Bullying Situations

Serious Talks with the Bullies

The primary aim in dealing with the bullies is simply to make them stop bullying.

"We don't accept bullying in our school/class and will see to it that it comes to an end."

- Intervene immediately: stop the bullying behavior as soon as you see it or become aware of it.
- Talk to the bully, and talk to the victim, separately. If more than one child is involved in perpetrating the bullying, talk to each of the perpetrators separately, in quick succession.

- Consult with administrator or counselor to get a wider reading on the problem, and to alert them to the problem.
- Expect that the perpetrator(s) will minimize and deny his/her/their actions and responsibility. Refer to school and class codes of conduct in telling the bully why the behavior was unacceptable. Tell them what behavior you do expect of him or her. Inform the bully(ies) of the sanctions which will be imposed.

"We don't accept bullying in our school/class and will see to it that it comes to an end."

- For the bully(ies), specific re-education, as to his/her/their behavior, is important, in addition to sanctions such as removal of privileges, detention, etc.
- Monitor the behavior of the bully and the safety of the victim on a school-wide basis.

Talks with the Victims

One must make every effort to guarantee the victim efficient protection against harassment. The matter must be thoroughly followed up until the danger of renewed bullying attempts is completely or almost removed. The victimized student must be able to trust that adults both want and are able to give him/her any help needed.

- Reassure the victim that all possible steps will be taken to prevent a recurrence.
- For victims, involving them in groups and situations where they can make appropriate friends and develop their social skills and confidence is important. Specific instruction in assertiveness skills may also be helpful.

Sources

Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. Williston, VT: Blackwell Publishers.

Olweus, D., Limber, S., & Mihalic, S. (1999). Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program. Boulder, CO: Center for the Study and Prevention of Violence.

The Runnels School

Bullying Prevention Program

Information for Parents

What is a Bully?

Bullying can be generally defined in the following way a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students.

IS YOUR CHILD BEING BULLIED?

Warning signs include:

- Comes home from school with **TORN, DAMAGED, OR MISSING CLOTHING, BOOKS, AND BELONGINGS.**
- Has **UNEXPLAINED INJURIES** such as bruises, cuts, and scratches.
- **DOESN'T BRING FRIENDS HOME** after school or spend time at their homes. Seems isolated from other kids and may not have good friends to share time with.
- Appears to be **FEARFUL ABOUT ATTENDING SCHOOL**, walking to and from school, or riding the bus.
- Chooses a longer or **UNUSUAL ROUTE FOR GOING TO AND FROM SCHOOL.**
- **POOR APPETITE, HEADACHES, AND STOMACH ACHES** especially before school.
- Asks for or **TAKES EXTRA MONEY** from their family members.
- Appears anxious, distressed, unhappy, depressed, or tearful when they come home from school. Or, in general shows **UNEXPECTED MOOD SHIFTS**, irritability, or sudden outbursts of temper.
- **HAS PROBLEMS SLEEPING.**
- **LOSES INTEREST IN SCHOOL WORK** and shows a decline in academic performance.
- **TALKS ABOUT OR ATTEMPTS SUICIDE.**

GENERAL CHARACTERISTICS OF BULLYING VICTIMS

There are two types of victims:

1. The **PASSIVE OR SUBMISSIVE VICTIM.** Passive or submissive victims signal to others through attitudes and behaviors that they are insecure individuals who will not retaliate **if** victimized.

- **PHYSICALLY WEAKER** than others their age (particularly boys).
 - They are afraid of being hurt, have poor physical coordination and **DON'T DO WELL IN SPORTS**.
 - Have **POOR SOCIAL SKILLS** and have difficulty making friends.
 - Are cautious, sensitive, **QUIET, WITHDRAWN, AND SHY**.
 - **HAVE POOR SELF-ESTEEM**. Are anxious, insecure, and cry or become upset easily.
 - Have difficulty standing up for or defending themselves with others.
 - **RELATE BETTER TO ADULTS** than to kids their age.
1. The **PROVOCATIVE VICTIM**. The provocative victim is a much smaller group of victims. They are characterized by having both anxious and aggressive patterns. Provocative victims are more commonly boys.
- **ARE HOT TEMPERED** and attempt to fight back when victimized.
 - Are hyperactive, restless, and **HAVE DIFFICULTY CONCENTRATING**.
 - Are clumsy, immature, and exhibit irritating habits.
 - Do not develop social relationships with other kids or adults, including teachers.
 - Try to pick on smaller kids.

WHAT CAN PARENTS DO?

- **ENCOURAGE YOUR CHILD TO SHARE** problems with you, assuring that this is not tattling. Realize that your child may be embarrassed, ashamed, and fearful, so you may have to ask directly. Listen attentively, reassuring that they will not have to face the problem alone.
- **PRAISE YOUR CHILD** for accomplishments and differences. A confident child is less likely to be targeted by bullies.
- **SEARCH FOR TALENTS** and positive attributes that can be developed in your child. This may help children to assert themselves.
- **HELP YOUR CHILD MAKE FRIENDS**. Arrange play dates with other kids or encourage your child to join groups, clubs, or take lessons.
- **ENCOURAGE YOUR CHILD TO PARTICIPATE IN SPORTS** or physical activity. Physical exercise can result in better physical coordination. It can also increase your child's self-esteem.
- Try to **IMPROVE YOUR CHILD'S SOCIAL SKILLS**. Encourage good behavior.
- **TALK TO YOUR CHILD ABOUT STRATEGIES FOR DEALING WITH THE BULLY**. Practicing scenarios with your child could help build confidence.
- **If the bullying is happening on the way to and from school, ACCOMPANY YOUR CHILD OR ARRANGE FOR ALTERNATE TRANSPORTATION**.
- **WORK WITH OTHER PARENTS** to ensure that the children in your neighborhood are supervised closely.
- **MAINTAIN CONTACT WITH YOUR CHILD'S SCHOOL**. Make sure your child is safe by finding out whether the monitoring at school is adequate.

- **SEEK HELP** from a mental health professional.

IS YOUR CHILD A BULLY?

Typical bullying behavior includes:

- Frequently **HITS, KICK, PUSHES, OR CHOKES** other kids.
- Has been observed name-calling, threatening, taunting, malicious teasing, spreading rumors, or otherwise **VERBALLY ATTACKING OTHER KIDS**.
- Intentionally **EXCLUDES OTHER KIDS** or manipulates friendships.
- Makes faces or obscene gestures.

GENERAL CHARACTERISTICS OF POSSIBLE BULLIES

- **PHYSICALLY BIGGER AND STRONGER** than the kids they bully. Have strong needs to dominate and control their peers.
- **ARE HOT-TEMPERED**, easily angered, impulsive, and have a low frustration tolerance.
- Have **DIFFICULTY CONFORMING TO RULES**.
- Are **DEFIANT AND AGGRESSIVE TOWARD ADULTS** and authority figures.
- Are good at talking themselves out of situations.
- Tend to have average or **BETTER THAN AVERAGE SELF-ESTEEM**.
- Are more likely to **ENGAGE IN OTHER ANTISOCIAL BEHAVIORS**.
- Are less likely to be popular.
- Are more likely to have negative attitudes toward school and get lower grades.

WHAT CAN PARENTS OF THE BULLY DO?

- **MAKE IT CLEAR** to your child that you take bullying seriously and do not tolerate such behavior in the future.
- **DEVELOP A CONSISTENT FAMILY RULES SYSTEM**. When your children follow the rules use praise and reinforcement. When they break the rules then use consistent, non-hostile, negative consequences.
- **SET A GOOD EXAMPLE FOR YOUR CHILD**. Children who observe aggressive behavior at home are more likely to act aggressively toward other kids.
- Spend more time with your child. **MONITOR AND SUPERVISE** your child's activities. Know your child's friends, where, and how he/she spends free time.
- Help your child **DEVELOP LESS AGGRESSIVE AND MORE APPROPRIATE BEHAVIOR**. When you see improved behavior, recognize and reward your child.
- **MAINTAIN CONTACT WITH YOUR CHILD'S SCHOOL**. Support the school's efforts to modify your child's behavior. Frequent communication with

teachers and administrators is important to find out how your child is doing in changing behavior.

- **SEEK HELP** from a mental health professional. Take bullying seriously. Children who bully increase their risk for engaging in other forms of antisocial behavior, such as juvenile delinquency, criminality, and substance abuse. Bullying behavior should be taken seriously.

Much of this information came from:

Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. Williston, VT: Blackwell Publishers.

Olweus, **D.**, Limber, S., & Mihalic, S. (1999). Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program. Boulder, CO: Center for the Study and Prevention of Violence.

The Runnels School

Bullying Prevention Program

Elementary Students

How do you keep from being bullied?

People who bully try to gain control of a situation by making you angry or afraid. Looking calm and acting confident (even when you aren't) is the best way to show you won't let them get to you. Bullies are looking for- even trying to start- a fight. Protect yourself by using your head instead of your fists. By knowing several things to do, you can choose the best one for the situation.

STAY AWAY FROM BULLIES

If you know a kid who doesn't like you, then **STAY AWAY** from him or her.

If the bully won't stay away from you, then **IGNORE THE BULLY** and **WALK AWAY**. The bully wants you to get mad so don't. It's harder for the bully to bully you if you are not there.

TELL SOMEONE.

Telling is not tattling! If you are afraid to tell your parents, then tell your grandparents, brothers or sisters, or a grown-up you trust.

- **YOU SHOULD TELL THEM:**
- **WHAT** happened to you and **WHAT YOU DID**
- **WHO BULLIED YOU** and **WHO SAW** it happen
- **WHERE IT HAPPENED** and **HOW OFTEN** it happened
- **WRITE DOWN EVERYTHING** that happened to you. Don't forget to write about things that other kids and grown-ups did for you.
- **GET HELP.** Talk to a teacher. Teachers are there to stop the bullying. If you are scared, then take a friend along. Tell your teacher when the bully is not around. **If** you can't tell a teacher in person, then write a note.

- **SEE YOUR DOCTOR OR SCHOOL NURSE.** Ask them to write down any scrapes or bruises and show it to a grown-up.
- **KEEP A DIARY.** Sometimes it helps to remember the good things that happened.

AVOID BAD SITUATIONS

- **AVOID PLACES WHERE BULLIES ARE.** Walk to school earlier or later. Take different paths to school to keep away from the bully. Don't be alone in the hallways, restrooms, empty classrooms, or playgrounds.
- **STAY WITHIN SIGHT OF TEACHERS AND GROWNUPS** when you are at school. If they can see you, they can help you.
- **SIT NEAR THE BUS DRIVER** on the school bus.
- Or **WALK TO SCHOOL WITH SOMEONE** - brothers, sisters, neighbors, or friends.
- **DON'T BRING EXPENSIVE STUFF OR LOTS OF MONEY** to school. Bullies pick on kids who bring things they can take. It's not worth getting hurt. *Things can be replaced but you can't!*

MAKE FRIENDS

- **HANG OUT WITH FRIENDS.** Bullies pick on kids who are alone.
- **JOIN GROUPS** and find friends who like the same things you do. **LOOK AROUND SCHOOL.** You're probably not the only kid being bullied. Make friends with other kids who are alone. Maybe you can help other kids.

PROJECT CONFIDENCE

- **DON'T ACT SCARED.** If you **BELIEVE IN YOURSELF** other kids will notice.
- **TALK TO THE BULLY.** Guess what, some kids may not know that they're bullies. **THINK OF THINGS TO SAY AHEAD OF TIME.** Keep them short and don't say anything mean (don't be a bully yourself).

Let the person know that you don't like being treated unfairly. This means speaking in a calm, clear voice and naming the behavior you don't like, and what you expect instead. For example: "Jamie, I don't like it when you make fun of my name. I want you to stop."

- Don't get mad **GET FUNNY.** It shows that you're not scared.

Make a joke without putting the other person down. When you don't respond in the expected way, most bullies will back down.

- **DON'T FIGHT BACK OR GET MAD.** It'll make the bullying worse. Bullies try to make kids mad so don't let them. **STAY CALM.**
- **CHECK OUT THE WAY YOU ACT.** Slouching, looking at the ground or your feet, and fidgeting show that you're not sure of yourself. Hold your head up and stand up straight. Look confident. Bullies pick on you if they think you are afraid of them.

HOW CAN YOU HELP SOMEONE WHO'S BEING BULLIED?

- **DON'T JOIN IN.** Don't call kids names or pick on them. Bullies try to get other kids to join in.
- **BE A FRIEND** to the kid being bullied. Ask him or her to tell a grown-up. Offer to go along, if the person is scared.
- **BELIEVE THE KID BEING BULLIED** and what he or she says.
- **FIND HELP** from teachers, parents, friends, or other grown-ups. **TELL SOMEONE** if you see a kid being bullied. Telling is not tattling! If you're scared of the bully, then don't let him or her know you told.
- **DON'T FIGHT THE BULLY.** It's not safe. Go tell a grown-up instead.
- **SUPPORT ONE ANOTHER.** Friends and classmates can help to stop bullying if they show support for one another. They can:
Speak up. Example: Stop teasing like that. You're being mean and we don't like it."
Create a distraction. Example: "Hey, Marci! It's your turn. Kick the ball."

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The Runnels School

Bullying Prevention Program

Jr. High School Students

How do you keep from being bullied?

People who bully try to gain control of a situation by making you angry or afraid. Looking calm and acting confident (even when you aren't) is the best way to show you won't let them get to you. Bullies are looking for- even trying to start- a fight. Protect yourself by using your head instead of your fists. By knowing several things to do, you can choose the best one for the situation.

STAY AWAY FROM BULLIES.

- If you know a kid who doesn't like you, then **STAY AWAY** from him or her.
- If the bully gets in your face, then **IGNORE THE BULLY** and **WALK AWAY**. The bully is looking for you to react so don't. Leave the situation as quickly as possible. It's harder for the bully to bully you **if** you are not there to listen.

TELL SOMEONE.

- **TELL SOMEONE** you trust and who can help you. If you can't tell them in person, then write a note explaining the situation. **If** you're afraid to tell your parents, then tell your grandparents, brothers or sisters, or an adult you trust.
 - **YOU SHOULD TELL THEM:**
 - **WHAT** happened to you and **WHAT YOU DID**
 - **WHO BULLIED YOU** and **WHO SAW** it happen
 - **WHERE IT HAPPENED** and **HOW OFTEN** it happened
 - **WRITE DOWN EVERYTHING** that happened to you.
 - **GET HELP** from a teacher or counselor. It's their job to help stop the bullying. **If** you don't want to go alone, then take a friend along for support. You can also tell them when the bully is not around.

- If the bullying is physical, then **SEE YOUR Doctor OR SCHOOL NURSE**. Ask them to write down your experience and any injuries so you have a record.
- **KEEP A JOURNAL** of your experiences and feelings about what happened. Also write down things that kids and adults did for you. Include good things in your journal - it shouldn't have only bad experiences.

AVOID BAD SITUATIONS.

- **AVOID PLACES WHERE BULLIES HANG OUT**. Walk to and from school earlier or later in the day. Take different paths to school and walk with friends. Try not to be alone in the hallways, locker rooms, restrooms, or empty classrooms.
- **STAY WITHIN SIGHT OF TEACHERS** when you're at school. **If they can see you, they can defend you.**
- **SIT NEAR THE BUS DRIVER** on the school bus.
- **WALK TO SCHOOL WITH SOMEONE** - brothers, sisters, neighbors, or friends.
- **NEVER BRING EXPENSIVE STUFF OR LOTS OF MONEY** to school. Bullies pick on kids who bring things they can take. It's not worth getting hurt. *Property can be replaced but you can't!*
- **BE CAREFUL WHO YOU GIVE YOUR PHONE NUMBER AND EMAIL ADDRESS TO**. Upsetting messages may be a criminal offense.

MAKE FRIENDS.

- **HANG OUT WITH FRIENDS**. Bullies pick on kids who are alone. **LOOK AROUND SCHOOL**. Chances are you are not the only kid being bullied. Make friends with other kids who are in your situation.
- **JOIN CLUBS-** social groups, sports teams, after-school programs, or community groups. You can find friends who like the same things you do while also avoiding bullies.

PROJECT CONFIDENCE.

- If you **BELIEVE IN YOURSELF** other kids will notice.
- **TALK TO THE BULLY** and say that you don't like what he or she is doing. It may be hard to believe, but some kids might not know that they're bullies. **SPEAK FIRMLY** so you don't seem afraid.
- Don't get mad **GET FUNNY**. Humor is one way to stop bullies. It also shows that you're confident.

- **PRACTICE COMEBACK LINES.** Keep them short and don't say anything mean (don't be a bully yourself).
- **DON'T FIGHT BACK OR GET MAD.** It'll only make it worse. Bullies try to upset kids so do not let them. **STAY CALM** and try to calm the bully.
- **CHECK OUT THE WAY YOU ACT.** Slouching, looking at the ground or your feet, and fidgeting show that you're not confident. Hold your head up, stand up straight, and look people in the eye. **LOOK ASSERTIVE** and the bully will be less likely to pick on you.

HOW CAN YOU HELP SOMEONE WHO'S BEING BULLIED?

- **DON'T JOIN IN.** Don't call kids names or pick on them. Bullies try to get other kids to join in.
- **BE A FRIEND** to the kid being bullied. Help any way that you can, and ask him or her to tell someone about the experience. Go along if the person needs support.
- **DON'T QUESTION** your friend. Say that you will listen any time he or she needs to talk. When the person talks **LISTEN CAREFULLY.**
- **KEEP CLOSE TO THE KID BEING BULLIED** and **LOOK FOR BAD HABITS.** If a kid threatens to hurt himself, then take this seriously. Bullying can also result in harmful habits. Kids may begin taking drugs or skipping school to avoid the bully and their situation. If you see any of these signs, then *tell their parents, a teacher, counselor, or adult with experience in the field.*
- **FIND HELP** from teachers, parents, friends, or other adults. **TELL SOMEONE** if you see a kid being bullied. The bully doesn't need to know that you told.
- **DON'T FIGHT THE BULLY.** It may not be safe. Go tell someone instead.

Much of this information came from:

Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do.* Williston, VT: Blackwell Publishers.

Olweus, D., Limber, S., & Mihalic, S. (1999). Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program. Boulder, CO: Center for the Study and Prevention of Violence.

The Runnels School

Bullying Prevention Program

High School Students

How do you keep from being bullied?

STAY AWAY FROM BULLIES.

- If you know a kid who doesn't like you, then **KEEP YOUR DISTANCE**.
- If the bully gets in your face, then **IGNORE THE BULLY** and **WALK AWAY**. Don't let them know they got to you. The bully is looking for you to react so don't. Leave the situation as quickly as possible. It's harder for the bully to bully you if you're not there to listen.

TELL SOMEONE.

- **ALWAYS TELL SOMEONE** you trust and who can help you. *Don't suffer in silence!* If you can't tell someone in person, then write a note explaining the situation. If you're afraid to tell your parents, then confide in grandparents, brothers or sisters, or another adult you trust.
 - **YOU SHOULD TELL THEM:**
 - **WHAT** happened to you and **WHAT YOU DID**
 - **WHO BULLIED YOU** and **WHO SAW** it happen
 - **WHERE IT HAPPENED** and **HOW OFTEN** it happened.
 - **WRITE DOWN EVERYTHING** that happened to you.
 - **GET HELP FROM A PERSON IN AUTHORITY**. It's the job of teachers or counselors to help stop the bullying. If you're uncomfortable, then take someone along. You can tell the authorities when the bully is not around. If you're being physically bullied, then ask to keep your name confidential.
 - If the bullying is physical, then **SEE YOUR DOCTOR OR SCHOOL NURSE**. Ask them to write down your experience so you have an official record.
- **KEEP A JOURNAL** of your experiences and feelings about what happened. Also write down things others did for you. The journal shouldn't contain only negative entries.

AVOID BAD SITUATIONS.

- **AVOID PLACES WHERE BULLIES HANG OUT.** Commute to and from school earlier or later in the day. Take different routes to school. Try not to be alone in the hallways, locker rooms, restrooms, or empty classrooms.
- **WALK TO SCHOOL WITH SOMEONE-** brothers, sisters, neighbors, or friends. Or, **CARPOOL TO SCHOOL** and don't be alone in the school parking lot.
- **NEVER BRING EXPENSIVE STUFF OR LOTS OF MONEY** to school. Bullies pick on people who bring things they can take. It's not worth getting hurt to protect your possessions. *Property can be replaced but you can't!*
- **BE CAREFUL WHO YOU GIVE YOUR PHONE NUMBER AND EMAIL ADDRESS TO.** Harassing messages can be a criminal offense.

MAKE FRIENDS.

- **HANG OUT WITH FRIENDS.** Bullies pick on people who are alone.
- **JOIN CLUBS-** social groups, sports teams, after-school programs, community groups, and similar activities. Counter your anger with physical activity. You can find friends who like the same things you do while also avoiding bullies.

PROJECT CONFIDENCE.

- **BE CONFIDENT** and believe in yourself.
- **TALK TO THE BULLY** and try to **REASON OR RATIONALIZE WITH HIM OR HER.** It may be hard to believe, but some people might not realize that they're bullies. **PREPARE SOMETHING TO SAY** to the bully in advance. Keep your words short and don't be mean-spirited. **SPEAK FIRMLY** so you don't seem intimidated.
- **TRY USING HUMOR.** Don't get mad **GET FUNNY.** Humor can disarm the bully, diffuse the situation, and display self-confidence. Practice several clever comeback lines.
- **DON'T FIGHT BACK OR LOSE YOUR COMPOSURE.** It'll only make it worse. Bullies try to unnerve people so don't let them. **STAY CALM** and try to calm the bully.
- **CHECK OUT YOUR BODY LANGUAGE.** Stooping, avoiding eye contact, fidgeting, and similar gestures show that you're not confident. **LOOK ASSERTIVE.** Hold your head up, stand up straight, look people in the eye, and walk proudly and the bully will be less likely to harass you.

HOW CAN YOU HELP SOMEONE WHO'S BEING BULLIED?

- **DON'T JOIN IN.** Don't try to fit in by excluding others.
- **BE A FRIEND** to someone being bullied. Help in any way you can, and ask him or her to tell someone about the experience. Go with the person if he or she needs support.
- **DON'T QUESTION** your friend. It'll seem as if he or she did something wrong. Approach the subject casually. Say that there is always the option to talk and you'll listen at any time. When the person talks **LISTEN CAREFULLY.** Don't over react to what you hear.
- **DON'T OVERLOAD YOUR FRIEND EMOTIONALLY** because you are there to help, not to add to problems.
- **FIND HELP** from teachers, parents, friends, or other adults. **TELL SOMEONE** if you see someone being bullied. You can keep your name confidential.
- **DON'T FIGHT THE BULLY.** It might not be safe. Go tell someone instead.
- **KEEP CLOSE TO THE KID BEING BULLIED** and **LOOK FOR WARNING SIGNS.** If someone threatens suicide, then take this seriously. Tell a counselor or other professional immediately. Bullying can also result in destructive habits and/or withdrawal of the person being bullied. People may begin taking drugs or skipping school to avoid the bully and their situation. If you see any of these signs, then *tell their parents, a teacher, counselor, or adult with experience in the field.*

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