

10-11 Anti-bullying Information

Hello from Francis Howell High School.

Goal

The following information is provided to assist FHHS students and parents in discussions about bullying and what actions can be taken to confront and reduce bullying behaviors successfully.

Discussion Points

1. How do I recognize bullying and what should I do? Here some warning signs of a student who is experiencing bullying:
 - A. The student is repeatedly teased in a nasty way
 - B. Often made fun of and laughed at
 - C. Picked on, pushed, hit, or kicked
 - D. Books or property damaged, stolen, or “taken as a joke”
 - E. Often alone or excluded from peers
 - F. Doesn’t appear to have any friends
 - G. Has difficulty speaking in class
2. When you witness a bullying situation, here are some suggested considerations and actions from Randy Wiler and the Kansas Bullying Prevention and Awareness Program.

What do the targets of bullying need:

- A. Permission and support to tell what has happened
 - B. Protection from further bullying through adult intervention
 - C. Strong, positive relationships with adults and peers
 - D. Assistance from peers in feeling they belong
 - E. Assistance in not blaming themselves for the bullying
3. What probably will not work is
 - A. Offering ineffective advice such as “just walk away,” “just make a joke out of it,” or “just don’t let it bother you”
 - B. Telling the target of the bullying to “try to talk it out” with the bully
 - C. Focusing on what the target of the bullying can do to stop the bullying by him or herself.
4. Supportive Peer vs. Bullying Behaviors: Each pair of the following statements, adapted from Linda Starr at EducationWorld.com, demonstrates the difference between bullying and supportive behavior and may be good discussion starters to talk about how these statements may apply to situations you have seen or experienced. Would those situations have turned out differently if the student(s) involved acted to support each other?

Supportive peers let others know they care
Bullies let others know who’s boss

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Supportive Peers focus on self-control
Bullies exert their own control

Supportive peers have consistent expectations of others
Bullies are often unpredictable and may lose temper when others do not do as they say

Supportive Peers diffuse small problems with humor
Bullies use sarcasm to make small problems into confrontations

Supportive Peers talk their disagreements out with others they disagree with to find compromise
Bullies publically humiliate and/or spread rumors about those they disagree with

Supportive Peers are fair in judgments of themselves and others
Bullies are judgmental of others

Supportive Peers are aware of the value each person brings to the school, and choose words and actions carefully
Bullies seek power and intimidate others in order to feel better about themselves

Supportive Peers help others and themselves be successful
Bullies punish others for not being successful

Supportive Peers see each person's unique contributions
Bullies compare and sort others to judge who is better and who is worse

Supportive Peers treat everyone with respect
Bullies make it clear that not everyone deserves respect

Supportive Peers point out positive behaviors
Bullies make examples of poor behavior to ridicule others

Supportive Peers are proactive, trying to resolve problems before they become larger
Bullies are reactive, blaming others for the problems that arise

Supportive Peers feel confident, supportive, and recognize the value of others
Bullies barely conceal their fear of being seen as out of control or less than someone else