

HMS Survivor
Anti-bullying Program
the Ultimate Twist-EVERYONE Survives

- *Stand Up
- *Stand Strong
- *Stand Together

One of the most critical elements of learning success is feeling safe and comfortable in one's learning environment. At HMS it is very important that students feel like they can come to school and learn without experiencing put-downs, intimidation, physical attack, exclusion, and other forms of bullying behaviors. In that effort, the administration and staff have worked for the last four years to build our program to improve school climate.

At Hillsboro Middle School, we have a comprehensive, school-wide bullying prevention program. We follow the Olweus model, which has 30 years of research behind it, showing it to be the most effective means of reducing bullying behaviors in schools.

Some of the major components of the program include:

- *Creating a safe and positive school climate by building relationships between students and adults in the building
- *Training of all staff to create a consistent response to bullying
- *Consistently addressing bullying incidents in a timely and effective manner
- *Increased supervision
- *Training students in the definition of bullying, the "players" in the bullying cycle, teaching of consistent bullying-related vocabulary, and the ways they should respond to bullying behaviors in addition to the HMS rules regarding bullying and the response rubric
- *Weekly class meetings

What to expect if your child is involved in a bullying incident at school:

*If your child is a target of bullying behavior, the following steps are taken:

1) At the time of the incident/report:

- *If an incident is witnessed by a staff member, they will take immediate action to intervene and remove the target from the situation.
- *If incident is reported by target or other students, the incident will be investigated by the principal.

2) If three witnesses indicate consistently what is happening, the bully is immediately dealt a consequence according to the rubric below.

- *Parents of both the bully and the target are contacted via phone with a written follow-up from the principal and/or school counselor.

If your child exhibits bullying behaviors:

- 1) Report is immediately investigated by the principal. If adequate evidence is found, the child calls the parent immediately from the principal's office.
- 2) The student serves the appropriate consequence according to the bullying rubric.
- 3) After serving the consequence, the student meets with the school counselor to process the incident through a writing activity.

Ways you can assist in making our program effective:

*If your student reports incidents to you at home, encourage them to IMMEDIATELY report to the principal or school counselor.

*Encourage your student to pay attention to any other students who might witness an incident and report those people to the principal as well.

*Keep in mind that just because a student is punished for an incident, it does not guarantee they will stop their behavior immediately. It is VERY important that every incident is reported immediately, even "repeat" incidents. We must address every incident quickly and consistently to stop behavior once and for all.

*Remember that punishment and consequences are not "public". Even though you and your child may not see the consequence the bully incurs, it does not mean it doesn't happen. Do not feel like it does no good to report because you don't see the bully punished. PLEASE communicate with Mr. Brown, the principal, if you are concerned about this issue.

*Encourage your child to stand up for other kids as much as possible. Students standing together against bullies is one of the most effective ways to stop bullying in schools.

What is "Bullying"?

1. One person or a group of people are intentionally being mean to someone. The student who bullies continues to act mean to the person even though it hurts the person's feelings.
2. There is an imbalance of power, or the student who is bullying is stronger or more powerful than the person being bullied. Sometimes it is a bigger person picking on a littler person. Or, it is a group of students picking on one person. There is a power imbalance and it is difficult for the person being bullied to make them stop.
3. Usually, bullying is not an isolated incident, but happens again and again. The back-and-forth teasing of each other in the spirit of friendship is NOT bullying, but teasing that hurts someone IS bullying.

COMMON TYPES OF BULLYING BEHAVIORS

- Verbal teasing or aggression
- Physical aggression
- Relational aggression (generally between females who are in the same peer group-includes name-calling, exclusion, rumors & gossip, etc)
- Cyber-bullying-verbal aggression, rumors, etc. that take place online (email, instant message, web posting, etc.) Most of this takes place outside of school.

HMS BULLYING RULES

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will include students who are easily left out.
4. When we know somebody is being bullied, we will tell an adult at school and an adult at home.

HMS BULLYING BEHAVIOR RUBRIC (Assures delivery of consistent consequences for bullying behaviors)

Our students will never be expected to suffer in silence while someone else hassles him/her. We will help solve problems students may have with each other!

Consequences for Bullying Infractions		
Verbal Category: Teasing or exclusion	1 st Offense	Written warning. Student calls parent. One quiet lunch.
	2 nd Offense	Student calls parent. Three Quiet lunches.
	3 rd Offense	Student calls parent. One day of classes only.
	4 th Offense	After three incidents, develop individual plan.
Physical Category: Unwanted Touching Examples: Pushing, hitting, etc.	1 st Offense	Written warning. Student calls parent. One quiet lunch.
	2 nd Offense	Student calls parent. Three Quiet lunches.
	3 rd Offense	Student calls parent. One day of classes only.
	4 th Offense	After three incidents, develop individual plan.
Physical Category: Severe threats of violence, hitting or harassment	1 st Offense	Student calls parent. Three days of classes only.
	2 nd Offense	Student calls parent. One week of classes only.
	3 rd Offense	Student calls parent. In-school suspension. Individual plan is developed.
	4 th Offense	Student calls parent. In-school suspension. Individual plan is re-visited.

EXPLANATION OF CONSEQUENCES

Detention: Students may be given before or after-school detentions for noncompliance with school rules. Students will need to serve any and all assigned detentions on the day of the offense or following day. Missed detentions may double in length or result in in-school suspensions.

Quiet Lunch: Students may be assigned quiet lunches for one or more days. When assigned, the student will be expected to pick up his/her lunch approximately two-minutes early and eat it in the office or another space in the building separated from the rest of the students. The tray will be taken back to the kitchen area by an adult in the building, as the student will remain in the quiet lunch until the normal lunch period and adjoining recess.

Class Only: Students may be assigned "class only" for one or more days. The student will be removed from all unsupervised, informal opportunities during his/her school day. The student will be required to report to the office upon arriving to school and will then be escorted by an adult to each class approximately two minutes prior to the end of each previous period throughout the day. A quiet lunch and a 30-minute detention will be part of the class only consequence.

In-School Suspension: In-school suspensions result when a student's noncompliance behavior is more aggressive. Examples of these behaviors include, but may not be limited to: swearing at a teacher, threatening to fight and open defiance. ISS students are isolated from the rest of the student body throughout their school day and are assigned 60-minutes of detention after school as well.

Out of School Suspension: A student may be assigned an out of school suspension if the student's behavior is exceptionally anti-social. A conference with the parent(s) will be required prior to the student returning to class. The county attorney and the local police department will be informed about a student's out of school suspension because of mandatory school attendance laws and other possible legal considerations.

The disciplinary charts below outline basic consequences for negative student behaviors. It should be noted that all students will be dealt with on an individual basis. The principal has the freedom to deviate from these general guidelines as needed to increase the likelihood that a student will change his/her behavior.

ONLINE RESOURCES

<http://www.stopbullyingkansas.org/index.php>

<http://www.stopbullyingnow.hrsa.gov/index.asp>

<http://www.stopbullyingnow.com/>

<http://kidshealth.org/parent/emotions/feelings/bullies.html>

<http://www.bullying.org/public/frameset.cfm>

<http://www.safeyouth.org/scripts/faq/treatbullyasp.asp>

<http://www.cyberbully.org/>

<http://www.clemson.edu/olweus/evidence.html>

PLEASE FEEL FREE TO CONTACT THE MIDDLE SCHOOL AT ANY TIME IF YOU HAVE QUESTIONS ABOUT OUR PROGRAM OR CONCERNS FOR YOUR CHILD.

Greg Brown, Principal

greg.brown@usd410.net

Tonja Wienck, School Counselor

tonja.wienck@usd410.net

School phone: 620-947-3297

What Can Parents of a Victim (Target) Do?

- *Help your child recruit a friend. Help them develop effective social and interpersonal skills.
 - *Don't give labels to your child that suggests inadequacy.
 - *Help your child develop success. Involve them in activities such as scouts, sports, church, etc.
 - *Recognize a physically younger, smaller and weaker child may be prone to bullying.
 - *Look for signs of body anxiety, the fear of being hurt.
 - *Help your child learn skills for gaining success and acceptance.
 - *Teach your child what to say during high stress incidents and how to report bullying incidents.
 - *Develop a good self concept in your child.
 - *Watch for physical mannerisms associated with depression.
 - *Watch for self destructive actions.
 - *Don't "over-involve" yourself in all your child's decisions and activities.
 - *Know what's going on in and participate in your child's life.
- Emphasize the positive to raise your child's self esteem and self confidence; praise, encourage, and approve of your child, but do not provide "unearned praise."
Promote goal setting.

21 Characteristics of a Victim (Target) Ohio University Study, 1997

1. *Believe that they cannot control their environment
2. *Have ineffective social skills
3. *Have poor interpersonal skills
4. Less popular than others
5. Have underlying fears of personal inadequacy
6. Blame themselves for their problems
7. Given labels suggesting inadequacy
8. Isolated socially
9. Afraid of going to school
10. Are physically younger, smaller and weaker than peers
11. Have limited skills for gaining success and acceptance
12. Run out of communication capabilities during high stress incidents
13. Have a poor self concept
14. Show physical mannerisms associated with depression
15. Have frequent feelings of personal inadequacy
16. Perform self destructive actions
17. Believe others are more capable of handling various situations
18. Have difficulty relating to peers
19. Have family members who are over involved in the student's decisions and activities
20. Perceived progressive failures cause this person to put forth less effort with each presenting opportunity.
21. Feel external factors have more of an impact on them than internal control

*14 experts identify common characteristics Richard J. Hazler, Ohio University, Athens, OH