

MSD's Approach to Bullying Prevention & Belonging Promotion

The Approach

All Elementary Schools in Medford teach CharacterStrong which has a relationship-driven, research-based proactive approach to bully prevention. This approach includes proactive measures and direct bully prevention content that has a positive impact on well-being, belonging, and engagement that promotes a positive school culture and climate. All Middle Schools teach an evidence based curriculum for social-emotional learning within an Advisory class using Wayfinder curriculum. High School has a variety of activities focused on community and culture building as well.

Proactive Measure: Prevention through Education

Proactive strategies include fostering positive relationships, creating inclusive respectful environments and cultivating a positive school culture and climate. Skills including empathy, respect, friendship, conflict resolution, interpersonal problem solving and emotion regulation are explicitly taught on a weekly basis in all of our Elementary classrooms. We have a variety of school and district wide initiatives including highlighting bully prevention in October, Unity Day and Kindness Month in February.

Components of Bully Prevention

- Understand and define: What is Bullying?
 - Students can identify 4 components of bullying, distinguish between negative behavior and bullying, understand the types of bullying including cyberbullying and identify reasons why people might be mean, unkind or bully others.
- Know the impact: How does bullying affect others and our community?
 - Students understand the ways bullying impacts the person being bullied, the person doing the bullying, others involved including bystanders and the school culture and community.
- Prevent & Respond: How can we keep bullying from happening and how can we respond to it when it does happen?
 - Students can understand how respectful relationships and inclusion can help prevent bullying and create community agreements that reflect this.
 - Students can identify response strategies and use assertive language to stop and report bullying, they understand the concepts of upstander and bystander.
 - Students can identify a trusted adult at school and are actively engaging in building resilience skills.

