

Academic and Supporting Activities

Foxborough Regional Charter School will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's curricula. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.

Specific bullying prevention approaches: Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Steps to Respect will be incorporated into grades K-5 curriculum. Skills taught with this curriculum are:

- Friendship begins with respect
- Friendship Development
- Making conversation
- Finding things in common
- Finding and making friends
- Conflict between friends
- Joining a group
- Are you mad at me?
- What is bullying?
- Recognizing bullying
- Recognizing conflict
- Standing up for yourself by being assertive
- Put-downs hurt
- Bodies and bullying
- Refusing to be bullied
- Refusing bullying
- Refusing and reporting bullying
- Controlling rumors
- Bystanders can help
- What is a bystander?
- Taking responsibility
- Bystanders can be part of the solution
- Bystanders are the key

- Making it happen
- A class bullying pledge
- Maintaining a safe, caring, respectful school community

Second Step will be incorporated into grades 6-8 curriculum. Topics taught with this curriculum are:

Grade 6

Working in Groups

- Identify behaviors involved in listening and respecting others' ideas
- Apply group communication skills
- Define *empathy*
- Apply empathy skills while identifying feelings

Friends and Allies

- Apply empathy skills
- Apply active listening skills
- Identify ways to make friends and join groups
- Define the term *ally* and identify when and how to be one

Considering Perspectives

- Understand that people's perspectives are based on their feelings, experiences, and needs or wants
- Recognize the value in being able to consider another's perspective
- Apply perspective-taking skills

Disagreeing Respectfully

- Apply perspective-taking skills
- Distinguish between disrespectful and respectful disagreement
- Identify and apply effective communication skills
- Apply skills to give constructive feedback

Being Assertive

- Distinguish differences between passive, assertive, and aggressive communication styles
- Identify and assume the physical and verbal characteristics of assertive communication
- Apply assertive communication skills

Recognizing Bullying

- Recognize and define *bullying*
- Understand how bullying can affect them and their peers
- Empathize with individuals who are bullied
- Understand what they can do if they or someone they know is bullied

Bystanders

- Recognize and define the role of a bystander in bullying
- Understand how a bystander can be a part of the problem or part of the solution
- Apply empathic concern and perspective taking
- Identify ways to be part of the solution to bullying

Emotions—Brain and Body

- Understand what happens to their brains and bodies when they experience strong emotions
- Identify the first three Steps for Staying in Control
- Understand why using self-talk is a key to managing emotions
- Apply self-talk strategies

Calming-Down Strategies

- Apply centered breathing techniques correctly
- Recognize self-talk that intensifies or calms down strong feelings
- Use self-talk to manage emotions
- Identify calming-down strategies that work best for them

Problem Solving: Using the Action Steps

- Analyze a problem by stating what the problem is and identifying the perspectives of those involved
- Generate multiple options for solving a problem
- Understand how to consider each option and decide on the best one
- Apply the first four Action Steps

Making a Plan

- Generate a plan for carrying out an option
- Apply the Action Steps
- Understand how to make amends

Grade 7

Working in Groups

- Understand the relevance of the Stepping In program to their lives
- Identify skills that contribute to successful group work
- Apply communication skills
- Define *empathy* and apply empathy skills

Disagreeing Respectfully

- Distinguish between disrespectful and respectful disagreement
- Apply perspective-taking skills
- Apply skills for communicating their own perspective effectively
- Apply skills for giving constructive feedback

Negotiating and Compromising

- Identify how to solve a problem using the Action Steps
- Identify a problem from the perspectives of those involved
- Generate solutions to scenarios using strategies of negotiation and compromise (win-win strategies)
- Apply the Action Steps to problem solving in given scenarios

Giving and Getting Support

- Apply empathy skills
- Understand when and how to give support by being an ally
- Identify when and how to go to an adult for help and when to encourage friends to seek help from an adult
- Apply assertive communication skills

Responding to Bullying

- Recognize and define *bullying* and *bystander* behaviors
- Empathize with people who are bullied
- Identify strategies to deal with bullying and help others who are bullied
- Understand how a bystander can be part of the problem or part of the solution

Cyber Bullying

- Recognize that technology is sometimes used for bullying
- Understand ways they can be “part of the solution” to cyber bullying
- Understand strategies for dealing with cyber bullying

Sexual Harassment

- Recognize and define *sexual harassment*
- Differentiate between flirting or joking and sexual harassment
- Apply assertiveness skills to refuse sexual harassment
- Understand their school’s sexual harassment policy and legal implications

Understanding Anger

- Understand that out-of-control anger can result in destructive outcomes
- Understand what happens to their brains and bodies when they experience strong emotions
- Recognize the physical and mental signs that lead to strong emotions
- Identify and apply strategies for staying in control of their emotions

Staying in Control

- Understand why it is important to check their assumptions
- Understand and apply calming-down strategies
- Apply the Think Twice Step for checking assumptions
- Apply the Steps for Staying in Control for managing emotions

Coping with Stress

- Understand that coping means consciously doing something positive to handle stress
- Understand that avoiding dealing with stress can make feelings worse
- Understand how positive self-talk can change your attitude
- Identify coping strategies (calming down, getting support, taking action)

Grade 8

Working in Groups

- Identify skills, behaviors, and attitudes that contribute to successful group work
- Apply communication and group-work skills
- Define *empathy*

Leaders and Allies

- Understand the importance of being a positive leader
- Identify actions that will inspire younger students
- Apply empathy skills
- Define *ally* and identify how to be one

Handling a Grievance

- Identify skills for effectively communicating about a grievance with someone
- Apply perspective taking to handling a grievance
- Apply assertiveness skills to communicating about a grievance
- Apply constructive feedback skills

Negotiating and Compromising

- Solve a problem using the Action Steps
- Identify a problem from the perspectives of those involved
- Generate solutions using strategies of negotiation and compromise (win-win strategies)
- Apply the Action Steps to problem solving

Bullying in Friendships

- Recognize and identify bullying within social or friendship groups
- Understand what they can do about bullying within relationships
- Understand how a bystander can be part of the problem or part of the solution
- Apply empathic concern and perspective taking

Labels, Stereotypes, and Prejudice

- Recognize that labels, stereotypes, and prejudice can contribute or lead to bullying or unfair treatment of others
- Recognize that all people are individuals beyond a label or stereotype
- Understand that increased empathy can reduce the negative effects of labeling, stereotypes, and prejudice
- Identify and practice empathic skills

Bullying in Dating Relationships

- Recognize and identify bullying within dating relationships
- Understand what they can do about bullying within dating relationships
- Identify strategies to assess risk and safely avoid bullying in dating relationships

De-Escalating a Tense Situation

- Understand what happens to their brains and bodies when they experience strong emotions
- Identify personal strategies to “pause” and calm down
- Understand how self-talk can lead to escalation or de-escalation of anger, aggression, and conflict
- Understand how spectators’ responses can lead to escalation

Coping with Stress

- Identify their individual style of dealing with stress
- Understand that avoiding dealing with stress can make feelings worse
- Understand that coping means consciously doing something positive to handle stress
- Identify steps and strategies for coping with stress

Get Real Curriculum and conflict resolution strategies will be incorporated into the 9-12 grade curricula.

Curricula in grades 9-12 will Emphasize the principles of Social and Emotional Learning, addressing five core competencies and focuses on their application in common life situations

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making
- Conflict resolution strategies
- Problem solving strategies

At the beginning of the school year, grade level assemblies will be held with each grade. During this time, the Director of Students and Families will educate the students on the Bullying Prevention and Intervention Plan and review appropriate student behaviors. Procedures and safety protocols will also be addressed.

General teaching approaches that support bullying prevention efforts: The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development
- using the Internet safely
- supporting students’ interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

