

# Well-Being and Bullying Prevention/Intervention Action Plan 2025/26

Please use [this link to submit your completed form](#) (EDIT) **and** [copy link to SIPSA Tool](#) (do not need to recreate in SIPSA).

Well-Being Team Membership		
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## Reflecting on Data

The greatest areas of need for individual schools will be identified through reflecting on 'Have Your Say' data in the categories: **Bullying, Safety,** and **School Climate and Sense of Belonging** as outlined in the [Halton District School Board's Bullying Prevention and Intervention Plan 2025-2027](#).

**Bullying: How do we encourage students to feel comfortable enough to come forward with concerns re: bullying and feel as though if they make a report that it will be validated and acted upon? How do we help them overcome the idea that their concerns will not be validated and will not be addressed?**

We encourage students to feel comfortable by providing a supportive and welcoming environment within the school and by creating an inclusive and supportive foundation within the school. We also try to support our students by creating supportive relationships with them in the classroom and by validating their emotions through discussion. We help them to overcome the idea that their concerns will be validated and heard through our discussion with them about the HDSB Bullying Response Protocol..

**Bullying: How do we recognize the signs of bullying and ensure that students also understand the signs themselves?**

We have made it a priority to provide education around the signs of bullying to ensure that students are able to recognize what they look like and so that they understand the different forms of bullying that can take place. Recognizing the signs of bullying is the first step (e.g., emotional, physical, social, cyberbullying) and helping the students to understand and recognize the signs themselves is

essential. During anti-bullying week we create various activities for all grades within the school and make an effort to ensure that educators recognize and respond consistently to the signs of bullying and that students themselves also recognize the signs themselves.

**Sense of belonging: How do we encourage students to feel as though they have a sense of belonging?**

We encourage students to feel as though they have a sense of belonging by building a school culture of respect and inclusion for all, allowing students opportunities for student voice, recognizing and celebrating diversity through our equity and inclusion initiatives, creating a welcoming and brave space, and building positive relationships throughout the school community through our vision and school motto.

**Sense of belonging: How do we encourage students to share their own lived experiences at home and feel comfortable within the school environment?**

We encourage students to share their own lived experiences at home and make them feel comfortable within the school environment by allowing for connections to the students' family life, culture, heritage in their learning and celebrating their culture through our days of significance calendar in the school. We also model inclusion in our every day practices and do our best to ensure that students feel included, supported, represented and heard. We also do our best to ensure that diversity is represented within the classroom through the diverse literature that is provided to our students within the classroom.

**Sense of safety: Emphasis on creating high standards for the students and being firm about expectations.**

We create a sense of safety amongst our students through our school culture and high expectations of our students. Students are made aware of the school expectations and policies that exist within the school system to help them feel safe. We set high academic expectations and high behavioural expectations which our students do their best to adhere to. Consistency and predictable routines are also encouraged to ensure that our students are aware of the outcomes in an event where they are not following the established school expectations.

**Sense of safety: How do we help students to develop the skills necessary in order to interrupt bullying (all forms)?**

We help students to develop the skills necessary in order to interrupt bullying in a variety of ways. It begins with the implementation of school norms and classroom expectations. In the classroom students learn the expected behaviours related to respect, inclusion and social emotional learning. Secondly, students are taught what bullying looks like and how to recognize the signs (from a personal perspective and also in the event that this was happening to another student in the class). They are taught of the power imbalance that exists and how there is an intent to harm present. Lastly, students are taught to develop the skills necessary to interrupt bullying in all forms (e.g., cyberbullying, physical, verbal, social, identity-based, psychological bullying). We also encourage students to create relationships with staff so that they feel safe and included.

 **Bullying Awareness and Prevention Week - Classroom Activities** [https://mediasmarts.ca/sites/mediasmarts/files/pdfs/poster\\_digital\\_literacy\\_concepts\\_11x17.pdf](https://mediasmarts.ca/sites/mediasmarts/files/pdfs/poster_digital_literacy_concepts_11x17.pdf)

Goal: Want students to better understand the HDSB Bullying Response Protocol and encourage them to recognize the signs of bullying.

## Well-Being Goals and Measures

The goals and measures for the SIPSA Well-Being Plans have been identified for all schools based on board level data.

### SIPSA Goals

- By June 2026, there will be a 5% increase in the percentage of students that enjoy being at school while engaging students in well-being strategies that are grounded in anti-racist, anti-colonial and anti-oppressive practices that support students' identities
- By June 2026, there will be a 5% increase in the percentage of students that feel accepted by students at school while engaging students in well-being strategies that are grounded in anti-racist, anti-colonial and anti-oppressive practices that support students' identities
- By June 2026, there will be a 5% decrease in the percentage of students that have experienced social and verbal bullying while engaging students in well-being strategies that are grounded in anti-racist, anti-colonial and anti-oppressive practices that support students' identities

### Measures

#### *Board*

- Have Your Say Survey System Results
- School Self Assessments
- Administrator and Staff Feedback through Superintendent visits

#### *Schools*

- ongoing evidence gathered through classrooms, student focus groups, school surveys
- collection and reflections of observations, conversations and products
- suspension data/safe school incident reporting
- Reflection at end of year on Bullying Prevention and Intervention Plan from the school year
- School Self Assessment

## School Actions: Reaching the Goals

Evidence-based actions to engage staff and students - focussing on *what* schools are to implement.

A number of recommendations are made throughout the [PPM No. 144](#) "Bullying Prevention and Intervention" which directly inform the development of the School Improvement Plan for Student Achievement and Well-Being (SIPSA). All schools are required to include the following actions - for staff and students - in their **Well-Being and Bullying Prevention/Intervention Action Plans**.

### Preventative Actions We Will Take To Support Reaching The Goals (*select from the list below and add in additional school based items as reflected in your SIPSA*)

- Review the [HDSB Code of Conduct](#) with students at the start of the year, using lessons and resources to support understanding.
- Teach students to identify the [various forms of bullying](#), co-creating developmentally appropriate definitions that clarify the difference between rough play, conflict, and bullying.
- Teach and apply **prevention and intervention strategies**, including:
  - Bias-free progressive discipline (considering mitigating and other factors)
  - [The Discriminatory and Harmful Language Protocol](#)
  - The Bullying Response Protocol
  - Culturally responsive, identity-affirming anti-bullying resources
- Provide supports and regular check-ins for students who have been bullied, engaged in bullying, or witnessed bullying.
- Engage staff in ongoing learning to consistently and immediately interrupt and address acts of racism and discrimination that they witness or have been made aware of, consistent with:
  - [The OCT Advisory on Anti-Black Racism](#) and [The OCT Professional Advisory on Addressing Hate and Discrimination](#)
  - [The Discriminatory and Harmful Language Protocol](#)
  - [The Way Forward – Human Rights, Action and Accountability Plan](#)
- Implement anti-oppression and anti-racism practices
- Adults model **emotional validation** with students regularly and make themselves available for supportive conversations
- Educate staff, students, and families on **Indigenous rights and human rights**, including:
  - The Ontario Human Rights Code
  - UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)
  - HDSB's Indigenous Education Policy
- Create and support **affinity spaces** (e.g., GSA, Black Student Advisory)
- Build **healthy, supportive relationships** (student–student and student–educator) and promote student voice and engagement opportunities (e.g., Well-Being Teams).
- Foster **inclusive learning environments** by:
  - Using anti-colonial and critically conscious approaches to curriculum
  - Reviewing teaching/learning materials for bias, accessibility, and representation
  - Integrating culturally responsive and relevant social-emotional learning (SEL)
- Support overall **student well-being** by:
  - Encouraging daily physical activity, physical education, and outdoor experiential education
  - valuing the strengths, talents and gifts that every student brings to a classroom
  - Helping students strengthen their mental health literacy
  - Strengthen **school-wide accountability and harm-repair** by identifying response protocols and ensuring adults are actively involved.
  - Teach students appropriate use of **reporting tools** and reinforce trusted pathways for reporting concerns to adults.
- Engage parents, caregivers, and families as partners in well-being and bullying prevention.
- Ensure adults know students as **whole people** by learning about their identities, cultures, traditions, strengths, and interests

### Intervention Actions We Will Take To Support Reaching The Goals:

- use 'teachable moments" within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying

- respond to any student behaviour that is likely to have a negative impact on school climate or learning environments
- staff build their competency in exploring and responding to microaggressions through applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- engaging in ongoing, meaningful learning about the rights of Indigenous People and the United Nations Declaration on the Rights of Indigenous People (UNDRIP)
- provide supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- work with school and board supports to identify and reduce barriers to student engagement and success
- adults reach out to students and their parents/caregivers when they are concerned about the student's physical social or emotional safety and well-being
- engage parents/caregivers in the [Circle of Support](#) by listening and valuing their expertise and knowledge of their child, sharing strategies and developing collaborative goals
- identify and connect students to culturally relevant school supports, inclusive clubs and safe spaces
- provide ongoing intervention and support to promote and sustain student well-being
- employ [HDSB Bullying Response Protocol](#)
- provide a variety of asset based, anti-oppressive supports and resources for students - from early prevention to more intensive interventions (in cases of persistent bullying)
- follow up after bullying incidents with students, parents, teachers, and other school staff as per HDSB Bullying Response Protocol
- participate in ongoing staff professional learning to build capacity and critical consciousness when addressing bullying
- understand the roles and responsibilities of principals, teachers and students

### Planning School Strategies: Instruction

Schools **select** a **manageable balance** of instructional strategies that are **developmentally appropriate** and focus on bullying prevention and intervention to be implemented by **all** staff.

#### Prevention Strategies include:

- co-creating developmentally appropriate definitions of the **various forms of bullying**
- explicitly teaching the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- including students in decision making and creating opportunities for student engagement (e.g., students on the Well-Being Team, student consultation, ongoing collaboration, etc.)
- affirming student identity, voice, and choice
- using proactive measures to intentionally create inclusive learning spaces for every student
- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory)
- connecting with historically marginalized and racialized students (consider consultation with the Indigenous Rights and Education team as necessary for Indigenous students)
- knowing and planning for students' strengths, areas for growth and interests
- using an [Inclusive Design](#) approach to planning
- implementing and monitoring inclusive, culturally responsive, and relevant teaching (CRRP) ([The Way Forward: Halton DSB Human Rights Equity Action and Accountability Plan \(2020 - 2024: One Page That Matters: Culturally Responsive and Relevant Pedagogy\)](#))
- highlighting equity and inclusive education principles in daily classroom instruction and school activities
- engaging student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code
- implementing and monitoring strategies for supportive learning environments and mental health literacy ([Well-Being Expected Practices](#))

- adults model **emotional validation** with students regularly and make themselves available for supportive conversations

**Intervention Strategies include:**

- coaching students how to effectively and intentionally interrupt and report bullying
- providing opportunities for regular check-ins with students who have been bullied, engaged in bullying or witnessed incidents of bullying, as per expectations from the [HDSB Bullying Response Protocol](#)
- ensuring every student can identify one caring adult in their school community
- learning about a [bias-free progressive discipline approach](#) as well as mitigating and other factors that influence behaviour
- using “teachable moments” within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- addressing any student behaviour that is likely to have a negative impact on school climate or learning environments
- Follow the [HDSB Bullying Response Protocol](#) to repair harm and ensure accountability
- providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying, as per the [HDSB Bullying Response Protocol](#)
- adults reaching out to students and their parents/caregivers when they are concerned about the student’s physical, social or emotional safety and well-being

### Planning School Strategies: Student Engagement and Learning

Schools to **select** a manageable balance of developmentally appropriate strategies that will engage students in to learn about bullying prevention and intervention.

**Prevention Strategies include:**

- co-creating definitions of the various forms of bullying
- identifying ways to prevent bullying in their class; in their grade; in their school
- learning and applying the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- everyone understanding and accepting their role and responsibilities as part of bullying prevention
- developing skills for healthy and respectful relationships
- engaging in awareness raising strategies (e.g., social-emotional learning, empathy, development of self regulation skills)
- learning through constructivist approaches (shared meaning and understanding)
- adhering to the [Responsible Use Procedures for Information and Communication Technology \(ICT\)](#) regarding the use of personal electronic devices in school/classrooms
- using mentor texts, social stories and scenarios that align with the [Selection of Instructional and Library Resources Administrative Procedure](#) and the [Bullying Prevention and Intervention Library Resource List](#)

- participating in accountable talk, including CPS
- engaging in inquiry-based, experiential learning opportunities
- participating in Bullying Awareness and Prevention Week activities
- working with student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code and the United Nations Declaration on the Rights of Indigenous People (UNDRIP)
- engaging in opportunities related to equity and inclusive education, bullying prevention, and leadership initiatives within the school
- other:

**Intervention Strategies include:**

- explicitly apply the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- effectively interrupt and report real or perceived bullying incidents to an adult or school staff member
- report activities motivated by bias, prejudice or hate to an adult or school staff member as indicated in the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol
- other:

### Planning School Strategies: Professional Learning

A year-long professional learning plan must be developed to ensure staff have the required knowledge and skills to lead the learning with students. Identify topics that will be part of the professional learning plan. **Professional Learning** will occur through staff meetings, professional learning days, system professional learning opportunities, school based release time, self - directed Annual Learning Plans, etc. **Schools to select the activities and learning they will engage in during this learning period.**

**Prevention Strategies include:**

- strengthening inclusive and culturally responsive and relevant teaching
- participate in professional learning to build capacity and critical consciousness when addressing bullying
- understanding and implementing a whole child approach to learning
- understanding learner profiles (e.g., academic, physical, social, emotional, cognitive, self/spirit) and how to differentiate instruction to meet individual student strengths and needs
- reviewing teaching and learning materials and activities regularly to identify and remove barriers to accessibility, negative bias, and discrimination
- developing the skills to intentionally interrupt racism, oppression, and discrimination
- Implementation of [identity affirming bullying prevention resources](#) that specifically address disproportionalities and support schools in their learning and understanding of ways to engage students in increasing their cultural awareness and inclusive climates
- implementing inclusive design to intentionally plan for ways to challenge existing barriers to student well-being: responding to student voice; designing instruction (CRRP); engaging

parents, families, and communities; the environment as the third teacher; analyzing data; building leadership capacity

- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory)
- engaging in ongoing learning to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#)
- engaging in ongoing, meaningful learning about [The Way Forward - Human Rights, Action and Accountability Plan](#)
- implementing culturally responsive and relevant practice to guide teaching practice (high expectations, critical consciousness ([Critically Conscious Guiding Questions](#)), and cultural competence)
- framing teaching and learning around the gradual release model/level of support, based on class and student profiles
- learning to engage families to bring an awareness of bullying prevention and intervention strategies and to recognize the signs of bullying behaviour

**Intervention Strategies include:**

- understanding the Board's comprehensive strategy to address incidents of bullying including reporting protocols (staff and student), and appropriate and timely responses
- learning about a bias-free progressive discipline approach as well as mitigating and other factors that influence behaviour
- using proactive measures to intentionally create inclusive learning spaces for every student
- using 'teachable moments' within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- responding to any student behaviour that is likely to have a negative impact on school climate or learning environments**
- Staff build their competency in exploring and responding to microaggressions through applying the steps from the Discriminatory and Harmful Language Protocol and the Bullying Response Protocol to interrupt different forms of bullying: stop and identify; explain; support; report; and, ensure accountability. h all stakeholders
- providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- ensuring that for students with special education needs, interventions, supports and consequences are consistent with the child's strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP)
- providing a variety of asset based, anti-oppressive supports and resources for students - from early prevention to more intensive interventions (in cases of persistent bullying)
- following up after bullying incidents with students, parents, teachers, and other school staff as appropriate**
- participating in ongoing professional learning to build capacity and critical consciousness when addressing bullying**
- understanding the roles and responsibilities of principals, teachers and students

## Monitoring

Schools will identify ways to monitor student well-being throughout the year by considering what will be monitored, by whom, as well as when and how it will be monitored to ensure this important work takes place. Schools must consider and plan for: **conversations** (e.g., with students, staff, and parents); **observations** (e.g., walk-throughs); and, **products** (e.g., intervention plans, notes). Creating **intervention cycles** to monitor student well-being also supports the identification of students most at risk and provides the opportunity to create intervention plans for these students who may be the bully, the victim, or a witness.

What will be monitored, and by whom?

Incidents of bullying reported to the school (is there an increase or decrease?) An increase in incidents being reported could mean that students are better identifying the signs and making a greater effort to intercept the cycle. Student data and conversations (focus groups) will be used to determine this.

What types of evidence were collected from conversations, observations and products?

Evidence was collected through our Have Your Say Survey and through student voice provided to staff through our Mental Health and Well-being Team and also through our Mental Health and Well-being survey provided to the school.

What were the greatest successes with students? What grade level(s) experienced the most success? How do you know?

The greatest successes with students were that many of them were quite engaged in the bullying prevention and intervention activities that were provided within the school. Students have also demonstrated a willingness to learn about the subject matter through their participation in community circle activities.

What challenges were encountered? What grade level(s) experienced the most challenges? Why? How could this be improved next year?

The greatest challenges were helping students to recognize the signs of bullying (e.g., cyberbullying, physical, verbal, social, identity-based, psychological bullying) and also supporting students to ensure that they had the language needed to interrupt the bullying cycle and stand up to the students involved in the bullying cycle. This could be improved through conversations about how to recognize bullying and how to stand up to bullying. This could be improved through education, student engagement and presentations to all students.

What are the next steps? Which students need more support? How can they best be supported?

The next steps in the process is to ensure that students continue to feel supported, included and as though they have access to a safe and inclusive learning environment. They need to be able to consistently recognize the signs of bullying and other students need to become more involved to interrupt the cycle and feel comfortable coming forward to staff when they have concerns. They can be supported by knowing that their feelings are valid and that action will be taken to address their concerns.

## Monitoring Progress

School administrators and the Well-Being Team will meet on a regular basis to discuss the effectiveness of selected intervention and prevention strategies as well as the use of resources and planned professional development/. The Well-Being Team should determine what strategies are working, what may not be working and what may need adjusting in order to keep the focus on improving student well-being.

When monitoring progress of the School Actions, consider the following questions as a reflection guide:

What evidence of progress towards the goals were collected?

- ongoing evidence gathered through classroom and school surveys
- collection and reflections of observations, conversations and products
- suspension data
- Have Your Say Survey data
- school based surveys/questionnaires
- other:

As a result of the Action Plan,

What resources were used to support teacher and student learning?

- Bullying prevention and awareness week resources (classroom activities)
- Bullying response protocol (providing an outline and understanding to students of the steps taken in the event of bullying)
- Ontario Safe Schools website (<https://www.ontario.ca/page/bullying-we-can-all-help-stop-it>)
- Bullying Prevention and Intervention class presentations created by the MH and WB club

What professional learning was considered to be the most important and helpful? Why?

- Bullying Prevention and Intervention workshop (for teacher instruction)
- CYCP programs (e.g., Second Step)
- Student Voices Healthy Choices Introductory Workshop with HDSB (staff and 10 students)

Together, these professional learning opportunities helped to engage staff and students and helped to inform staff of some of the ways that they can implement bullying prevention practices within the school. Students found the Student Voices Healthy Choices workshop to be engaging and fun and they felt as though it was very interactive and motivating.

What challenges were encountered when implementing the Action Plan? Why?

- Time for staff and students to work together to create informative student-led initiatives
- Engaging students in the subject and ensuring that the matter is being taken seriously

One of the biggest challenges encountered when implementing the action plan is finding a way to ensure that students feel comfortable coming forward with concerns they have in regards to bullying and finding ways to make them feel comfortable reporting bullying. Many students reported that they do not feel comfortable reporting bullying in the school and are afraid of repercussions if they do report it.

What are the next steps? What bullying prevention and intervention strategies need to change?

Our next focus will be on educating students about what bullying is, how to identify the different types of bullying and learning about clear intervention strategies in order to stop it. Students will present presentations to Primary/Junior/Intermediate classrooms and provide teachers with their presentations to show to the class. They will also post these strategies on bulletin boards throughout the school as a visual reminder.

#### Bullying Awareness and Prevention Lessons: At a Glance HDSB

What needs to be included in the next year's professional learning plan?

It would be helpful to survey students and determine how comfortable they felt in regards to talking about bullying and reporting it following the work that is done this year. We are also looking at participating in the Healthy Schools Recognition Program as a means to support these new school initiatives.

## Resources

- [Discriminatory and Harmful Language Protocol](#)
- [HDSB Bullying Response Protocol](#)
- [OCT Professional Advisory Addressing Hate and Discrimination](#)
- [PPM 144](#)
- [Bullying Prevention and Intervention](#)
- [Promoting Positive School Environment](#)
- [Healthy Relationships in a Digital World](#)
- [Supporting Bias-Free Progressive Discipline in Schools](#)
- [Truth and Reconciliation Commissions Calls to Action](#)
- [Ministry of Ontario - Anti-Black Racism Strategy](#)
- [PrevNet](#)
- [Respond and Rebuild](#) (ETFO Resource)