

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

## Well-Being Team Membership

<i>Administrator</i> Jessica Houle Gemma Shugg	<i>Teacher(s) including the Human Rights and Equity advocate(s)</i> Richard Bernard Alishia Hazzard Marcelle Robinson	<i>Non-Teaching Staff Members</i> Heather Dawe (CYCP) Nicole Dass (SW)
<i>Parent/Guardian(s)</i> Christine Ballard - School Council PIC Rep	<i>Community Partner(s)</i> ROCK Kids Help Phone	<i>Student(s)</i> Student Senators
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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](#)

82% of River Oaks students in Grades 4-8 took part in the Have Your Say Survey Spring 2025

### Data from the River Oaks Have Your Say Survey Spring 2025

- 67% of students in Grades 4-8 reported that they enjoy being at school (agree or strongly agree)
- 54% of students in Grades 4-8 reported that they feel accepted by students in their school (often or all the time)
- 48% of students in Grades 4-8 reported that they have never been bullied verbally (e.g., Name-calling, mocking, hurtful teasing, humiliating or threatening someone, racist or sexist comments)
- 52% of students in Grades 4-8 reported that they have never been bullied socially (e.g., Excluding others from the group, gossiping or spreading rumours, setting others up to look foolish and damaging friendships)
- 48% of students in Grades 4-8 reported that they are encouraged to think or learn about their cultural background (agree or strongly agree)

## Reflection on the Data from the River Oaks Have Your Say Survey Spring 2025

93% of River Oaks students in Grades 4-8 reported that their teacher is kind, and 74% reported that their classmates are kind. However, only 67% of students reported that they enjoy being at school, and only 54% of students reported that they feel accepted by other students. Overall, the greatest areas of need reported by students in the Have Your Say Survey were concerns regarding verbal bullying and social bullying which were higher in the Intermediate grades. Students reported that their teachers provide opportunities to learn about bullying and/or the harm caused by bullying and to learn about the Harmful and Discriminatory Language Protocol. However, only 47% of students reported that they were satisfied by the steps taken to respond when bullying happens, and only 68% of students reported that staff take action right away when they know that bullying has occurred. Overwhelming students commented on wanting more follow through on bullying incidents.

## 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
- Build **healthy, supportive relationships** (student–student and student–educator) and promote student voice and engagement opportunities.
- 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](#)
- Build staff capacity to implement 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?

- Data from Safe Schools Incident Reports will be monitored by the Admin Team on a quarterly basis
- Suspension Data will be monitored by the Admin Team mid-year and at the end-of-the-year
- Data from the HYS Survey will be monitored by the Admin Team and Staff Leadership Team when it is released by the Board and compared with previous data
- Educators will monitor student well-being and bring students forward for discussion at School Team as needed (School Team meets weekly)
- The Student Success Teacher will monitor the well-being of students with Student Success Profiles on an ongoing basis
- SERTs will monitor the well-being of the students with IEPs that they support on an ongoing basis
- Administrators will meet with the Student Support Team (SERTS and Student Success Teacher) once per week
- Administrators will meet with the EA Team once every other week
- Administrators will monitor the well-being of specific students who have been brought forward by their educators/parents/guardians on an ongoing basis

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

- Data from Safe Schools Incident Reports provides information about incidents of bullying/harm that take place in the school
- Data from the HYS Survey provides perceptual data about student well-being
- School Team meetings provide weekly opportunities to discuss individual students' well-being and to implement supports
- Ongoing conversations with students and parents/guardians provide information about individual student well-being
- Ongoing conversations between administrators, teachers, and parents/guardians provide information about individual student and overall class well-being
- Ongoing classroom walk throughs by administrators provides information about overall student and class well-being
- Ongoing observations by administrators during recess and lunch/snack breaks provides information about overall student and class well-being
- Intervention plans to support individual students are reviewed regularly and provide information about whether specific interventions have been successful

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

- Data from the HYS survey shows that most students in Grades 7-8 have opportunities to learn about women and girls; First Nations Metis and Inuit peoples; diverse ethnic, cultural and racial groups; diverse religious/faith communities; people with disabilities; people with different sexual orientation; people who identify as transgender; and people with different amounts of money
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What challenges were encountered? What grade level(s) experienced the most challenges? Why? How could this be improved next year?

- Data from the HYS survey shows that students experienced the most verbal and social bullying, and experienced the lowest levels of enjoyment in attending school
- Students in all grades will benefit from continued instruction regarding the Harmful and Discriminatory Language Protocol and the Ontario Human Rights Code
- Students in all grades will benefit from direct instruction about the Bullying Prevention and Intervention Protocol
- Students in all grades will benefit from continued instruction in developing social/emotional skills

- Intermediate students will benefit from additional efforts to be connected with a trusted adult to whom they feel comfortable reporting incidents of bullying and harm, and who will check provide regular check-ins
- Intermediate students will benefit from additional efforts to build a sense of community with peers

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

- All staff will teach students about the Code of Conduct and the Harmful and Discriminatory Language Protocol during the first few weeks of school and will refer to it regularly throughout the year
- Staff will go deeper with learning about the Bullying Prevention and Intervention Protocol and the HDLP using mentor texts with their students
- Staff will use Emotional Validation when responding to reports of bullying or harm
- Continued Admin use of Learning Assignments for students who have caused harm
- Admin to build staff capacity and learning on CRRP
- Following incidents or bullying or harm, staff to check in regularly with students
- Whole school assemblies and activities to build community and foster learning
- Co-planning and Co-teaching with IRE Team
- Administrators will continue to engage students and gather student voice in a variety of ways
- School staff will continue to work as a team to ensure that students who are in-risk have a trusted adult within the school to support them
- School staff will continue to engage students and build trusting relationships through clubs, sports, activities, and affinity groups
- School staff will continue to capitalize on teachable moments when they arise
- School staff will continue to engage in ongoing conversations between Administrators, Educators, and Parents/Guardians to support individual students
- School staff will continue to develop intervention plans to support individual students/groups of students and will develop a circle of support for these students (e.g., may include Social Worker, CYC-P, SERT, teacher, admin, outside agencies etc.)
- CYC-P to continue to lead class-wide social-emotional learning programs
- Social Worker to continue to provide scheduled and drop-in sessions for individual students in Grades 7-8

### **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:

What successes occurred as a result of the Action Plan? What successes occurred as a result of the teaching and learning of Bullying Prevention and Intervention Strategies?

- Increased awareness, understanding and implementation of the Harmful and Discriminatory Language Protocol throughout the school
- Increased awareness, understanding and implementation of the Bullying Prevention and Intervention Protocol throughout the school
- Connecting students with a trusted adult within the school for support

What resources were used to support teacher and student learning?

- The HDSB Way Forward
- The HDSB Code of Conduct
- The Ontario Human Rights Code
- The HDSB Harmful and Discriminatory Language Protocol
- The HDSB Bullying Prevention and Intervention Protocol
- The HDSB Admin Procedure for the Selection of Instructional and Library Resources
- Whole staff Anti-Black Racism P.D. Session
- Whole staff Anti-Hate P.D. Session
- Whole staff Emotional Validation P.D. Session
- Whole staff PD on Treaties and Treaty Relationships
- Teachable moments with students
- Student Learning Assignments

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

- Whole staff learning on CRRP
- Whole staff Anti-Black Racism P.D. Session provided staff with the opportunity to discuss and learn how to effectively address a variety of scenarios
- Understanding bullying and how to intervene

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

- School staff at different points in their learning journey
- Limited funds to release staff for PD
- Balancing priorities (e.g., staff PD in the area of Student Well-being with other areas of the SIPSA)
- Balancing priorities in the classroom (e.g., student well-being with other areas of the curriculum)

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

- Sharing data from the Have Your Say Survey with all staff
- Continuing and expanding upon the prevention work that we are currently doing
- Focus on responding quickly, ensuring that student feelings are validated, and providing regular check-ins with students after following incidents of bullying

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

- Continued focus on the use of the Harmful and Discriminatory Language Protocol by all staff
- Continued focus on the use of the Bullying Prevention and Intervention Protocol by all staff
- Continued focus on the use of the Admin Procedure for the Selection of Instructional and Library Resources
- Going deeper into the HDLP and Bullying Prevention and Intervention Protocol through the use of Mentor texts
- Continuing to put theory into action with The Way Forward and CRRP
- Using 'teachable moments" within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- Focus on affirming the identities of all students throughout the year
- Focus on Emotional Validation
- Focus on regular check-ins with students following incidents of bullying (teacher and admin)
- Engaging Student Voice, particularly with Intermediate students

## 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)