

Well-Being and Bullying Prevention/Intervention Action Plan

Well-Being Team Membership		
Principal and/or Vice Principal Christy Peterson Principal Cherie Rudge, Vice Principal Sharon Lauzon, Vice Principal	Teacher(s) including the Human Rights and Equity advocate(s): Jasvir Rakkar Darby McFadden Michelle Dermott	Non-Teaching Staff Members
Parent(s) Hoda Elgharini Mishael Ahmed Chhavi Kaushik	Community Partner(s)	Student Groups Devil Council OT Student Wellness Club
Well-Being Contact Person (must be a staff member): Jasvir Rakkar		Contact Email Address rakkarj@hdsb.ca
Human Rights and Equity advocate(s) Oliver Vidal		Email Address(es) vidalo@hdsb.ca

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 2022-2024

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.
- By June 2026, there will be a 5% decrease in the percentage of students experiencing bullying, while addressing disproportionalities* for Indigenous and Black students, gender diverse students, sexually diverse students and students with IEPs. - By June 2026, there will be a 5% increase in the percentage of students feeling safe at school, while addressing disproportionalities* for Indigenous and Black, gender diverse students, sexually diverse students and students with IEPs. - By June 2026 80% of students will answer “agree” or “strongly agree” on the question ‘Most teachers at my school are interested in me as a person not as a student.

School Actions: Reaching the Goals

Researched - 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

- review the HDSB [Code of Conduct](#)
- introduce the [seven forms of bullying](#)
- learn about a bias-free progressive discipline approach as well as mitigating and other factors that influence behaviour
- the [Discriminatory and Harmful Language Protocol](#) are reflected in all intervention strategies and adults **must** be involved; and, identify ways that this information will be communicated and shared with all stakeholders
- engage staff 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](#)
- engage staff in ongoing, meaningful learning about [The Way Forward - Human Rights, Action and Accountability Plan](#)
- create affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory, IREN)
- engage staff 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](#)
- identify the school’s response protocol to repair harm and ensure accountability
- build healthy relationships - student/student relationships; student/teacher relationships
- build supportive learning environments
- engage parents and families
- adults know their students as a whole person, not just as a student by learning more about each students’ identity, culture, beliefs, traditions and values

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 exclusionary behaviors/words/comments through applying the steps from the [Discriminatory and Harmful Language Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- provide supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- 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
- adults advise students regularly that they are here to support them and make themselves available for supportive conversations
- 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 positive student behaviour
- employ the school’s response protocol to repair harm and ensure accountability
- 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 appropriate
- participate in ongoing 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.

Instructional Prevention Strategies include:

- ☒ including students in decision making and creating opportunities for their involvement (e.g.,students on the Well-Being Team)
- ☒ responding to 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, IREN)
- ☒ connecting with historically marginalized and racialized students (ensure 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
- ☒ implementing and monitoring strategies for supportive learning environments and mental health literacy ([Well-Being Expected Practices](#))
- ☒ adults advising students regularly that they are here to support them and make themselves available for supportive conversations

Instructional Intervention Strategies include:

- ☒ coaching students how to effectively and intentionally interrupt bullying
- ☒ providing opportunities for regular check-ins with students who have been bullied, engaged in bullying or witnessed incidents of bullying
- ☒ 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](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- ☒ responding to any student behaviour that is likely to have a negative impact on school climate or learning environments
- ☒ employing the school’s response protocol to repair harm and ensure accountability
- ☒ responding to any student behaviour that is likely to have a negative impact on school climate or learning environments
- ☒ providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- ☒ 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

Select a manageable balance of developmentally appropriate strategies that will engage students in to learn about bullying prevention and intervention. All staff opportunities

Prevention Strategies include:

- ☒ 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](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- ☒ understanding and accepting their role and responsibilities as part of bullying prevention
- ☒ developing skills for positive and respectful relationships
- ☒ engaging in awareness raising strategies (e.g., social-emotional learning, empathy, development of self regulation skills)
- ☒ 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
- ☒ engaging in inquiry-based, experiential learning opportunities
- ☒ participating in opportunities related to equity and inclusive education, bullying prevention, and leadership initiatives within the school

Intervention Strategies include:

- ☒ explicitly apply the five steps from the [Discriminatory and Harmful Language Protocol](#) and to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- ☒ effectively interrupt bullying 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](#)

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.

Prevention

- ☒ developing the skills to intentionally interrupt racism, oppression, and discrimination
- ☒ identifying the school's response protocol to repair harm and ensure accountability
- ☒ 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, IREN)
- ☒ 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)
- ☒ learning to engage families to bring an awareness of bullying prevention and intervention strategies and to recognize the signs of bullying behaviour

Intervention

- ☒ 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
- ☒ applying the steps from the [Discriminatory and Harmful Language Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; ensure accountability; and, identifying ways that this information will be communicated and shared with 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)
- ☒ promoting and sustaining positive student behaviour
- ☒ 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

Professional Learning will occur through:

- ☒ staff meetings
- ☒ professional learning days
- ☒ system professional learning opportunities
- ☒ school based release time

☒ self - directed Annual Learning Plans

Monitoring Students 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 types of evidence were collected from conversations, observations and products? • academic achievement • referral to School team • Social work referrals • level of participation in co-curricular activities • student survey and focus groups • student success profile • reporting period statistic, (5th week, midterm, 15th week, final)
What were the greatest successes with students? What grade level(s) experienced the most success? How do you know? • Will be determined at the end of the school year
What challenges were encountered? What grade level(s) experienced the most challenges? Why? How could this be improved next year? • Will be determined at the end of the school year
What are the next steps? Which students need more support? How can they best be supported? • Will be determined at the end of the school year

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 ☒ Achievement Data at each reporting period
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? Will be reported at the end of the school year
What resources were used to support teacher and student learning? Will be reported at the end of school year
What professional learning was considered to be the most important and helpful? Why? Will be reported at the end of school year
What challenges were encountered when implementing the Action Plan? Why? Will be reported at the end of school year
What are the next steps? What bullying prevention and intervention strategies need to change? Will be reported at the end of school year
What needs to be included in the next year’s professional learning plan? Will be reported at the end of school year

Resources
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)