

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

Escarpment View P.S.

Well-Being Team Membership		
<p><i>Administrators:</i> Pina Juresic (Principal) Erikka Verma (Vice Principal) Melissa Hanmer (Vice Principal)</p>	<p><i>Teacher(s) including the Human Rights and Equity advocate(s)</i> Hema Hansi, Naomi Raycroft, Jessica Attard, Fleur Parker, Jaime Gervais, Bethany Chautems, Laura Harris, Stacie Medina, Josh Bradley, Jessica Cadorin, Chantelle Hinton, Denise Johnston, Caitlin Barrie, Jenn Krause, Melanie Park, Heather Glen, Mckenna Kalpakis, Brittany Hewitt, Ashleigh Forster, Christopher Ofiara, Sapna Sidhu, Sheena Mair, Katrina Schlicht, Alyson Jansen, Jessica Wooder, Teddy Anurukem, Vanessa Lam, Bronwyn Boyce, Chantelle Zufelt, Karen Reinhart, Mehtaj Bal, Trevor Bloemendal, Amy Perkins, Rick, Cavaco, Reilly Celotto, Kiran Kallah, Shannon McDade, Cynthia Wieland, Nakesha Dell, Vera Sullivan, Chris D'Souza, D'Arcy O'Driscoll, Jennifer Smeaton, Shannon McDade, Tony van Veen, Laura Jansons, Lila Walker, Conny Bartlett, Brittany Ludwikowski, Elizabeth Scarfone, Gagan Chahal, Stephanie Chryssafis, Jaime Stevens, Meranda Blanche, Jessica Baker, Candace Barton</p>	<p><i>Non-Teaching Staff Members</i> Jenaani Karunakaran, Yanni Karvelas, Sabrina Gibson, Dale Young, Meghan Liddle, Cassandra Schickschneit Manuel, Anju Rai, Atiya Riaz, Belinda Alilovic, Kasia Kuczkowska, Erum Anwer</p>
<p><i>Parent/Guardian(s)</i></p>	<p><i>Community Partner(s)</i> School Council Members All parents/guardians through communication</p>	<p><i>Student(s)</i> Student Senators Student Voices, Healthy Choices Leadership Team BSA</p>
<p><i>Well-Being Contact Person (must be a staff member)</i> Jolieth Allen</p>		<p>Contact Email Address hanmerm@hdsb.ca, juresicp@hdsb.ca, vermae@hdsb.ca</p>
<p><i>Human Rights and Equity advocate(s)</i> Sapna Sidhu and Kiran Kallah</p>		<p>Email Address(es)</p>

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](#)

Areas of Celebration

- Student attitudes towards adults being kind in the building and modeling kindness
- Educators providing opportunities for students to learn skills such as critical thinking & problem solving, communication, collaboration, creativity & innovation, Self directed learning and citizenship
- Educators using strategies that match learning needs

- Educators provide a choice of how to show what we know
- Educators provide many ways to learn about the history, contributions and present realities of Indigenous People
- The relationship between teachers and students, with teachers having high expectations and trusting students
- Good student-student relationships, almost all have friends at school
- Students feel good about how they look
- 90% of students agree or strongly agree that adults in my school model kindness
- Overall, strong staff and student relationships are reported
- 64% agree or strongly agree that their classmates are kind.
- Adults at my school treat students fairly: 70%
- Overall trend appears where students are reflecting positively about themselves and their experience at EVP
- Students felt they had positive relationships with adults in the school/staff are kind to them
- Adults model kindness in the school
- Students recognize the opportunities to learn about the contributions and present realities of Indigenous people
- Students have opportunities to learn about mental health and well-being.

Areas for Growth

- Self-worth
- Access to support - comfort with going to adults other than teachers or friends
- Feeling safe at school
- Recognize that there are still students that do not feel safe, treated fairly, listened to, etc
- How can we achieve 100% agree/strongly agree that adults model kindness? What are students recognizing as not kind?
- Discussions and lessons regarding 'fairness' and 'equality'
- Continue to build community and deepen their understanding of what kindness looks like, sounds like, feels like
- Bringing more awareness to the school community about the mental health supports that are available to them in school and outside of school. Where they can access it and how
- barriers to teacher and admin approachability? (only 61% are comfortable or very comfortable approaching a teacher)

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 (**increase from 66% to 71% for EVP**) in the percentage of students who **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 (**increase from 57% to 62% for EVP**) in the percentage of students who **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 who have experienced **social bullying (decrease from 39% to 34% for EVP) and verbal bullying (decrease from 40% to 35%)** 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 the 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:

- Grade 5, FDK:** co-creating developmentally appropriate definitions of the **various forms of bullying**
- Grade 1, 3, 5, 8:** 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
- Grade 2, 4:** including students in decision making and creating opportunities for student engagement (e.g., students on the Well-Being Team, student consultation, ongoing collaboration, etc.)
- Grade 3, 8, FDK:** affirming student identity, voice, and choice
- Grade 1, 5, 6, 7:** 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)
- Grade 2, 4, 5, 6, FDK:** 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 \(2020 - 2024; One Page That Matters: Culturally Responsive and Relevant Pedagogy\)](#))
- Grade 7:** 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](#))
- Grade 3, 5:** adults model [emotional validation](#) with students regularly and make themselves available for supportive conversations

Intervention Strategies include:

- Grade 1, 5:** coaching students how to effectively and intentionally interrupt and report bullying
- Grade 1:** 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](#)
- Grade 1, 3, 4:** 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
- Grade 2, 5, 6, 7, 8, FDK:** using 'teachable moments' within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- Grade 3:** 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

- Grade 2, 3, 5, 6, 7:** addressing any student behaviour that is likely to have a negative impact on school climate or learning environments
- Grade 8:** Follow the [HDSB Bullying Response Protocol](#) to repair harm and ensure accountability
- FDK:** 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:

- Grade 5:** co-creating definitions of the various forms of bullying
- Grade 7:** identifying ways to prevent bullying in their class; in their grade; in their school
- Grade 8:** 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
- Grade 1, 2, 4:** everyone understanding and accepting their role and responsibilities as part of bullying prevention
- Grade 1, 2, 3, 5:** developing skills for healthy and respectful relationships
- Grade 5, FDK:** 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
- Grade 1, 3, 6:** 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](#)
- Grade 3, 8:** participating in accountable talk, including CPS
- FDK:** engaging in inquiry-based, experiential learning opportunities
- participating in Bullying Awareness and Prevention Week activities
- Grade 7:** 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:

- Grade 1, 2, 5, 6, 8:** 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
- Grade 2, 3, 4, 7, 8:** effectively interrupt and report real or perceived bullying incidents to an adult or school staff member
- Grade 8:** 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:

- Grade 3, 5:** strengthening inclusive and culturally responsive and relevant teaching
- participate in professional learning to build capacity and critical consciousness when addressing bullying
- Grade 2, 4, FDK:** understanding and implementing a whole child approach to learning
- Grade 6:** understanding learner profiles (e.g., academic, physical, social, emotional, cognitive, self/spirit) and how to differentiate instruction to meet individual student strengths and needs
- Grade 1, 6:** reviewing teaching and learning materials and activities regularly to identify and remove barriers to accessibility, negative bias, and discrimination
- Grade 7, FDK:** 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
- Grade 2, 3, 7:** 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)
- Grade 8:** framing teaching and learning around the gradual release model/level of support, based on class and student profiles
- Grade 5:** 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
- Grade 4, 6:** using proactive measures to intentionally create inclusive learning spaces for every student
- Grade 1, 2, 5:** using "teachable moments" within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying

- Grade 2, 3:** 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
- Grade 5:** 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)
- Grade 8:** 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)
- Grade 1:** 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?

- Teaching practices and resources that affirm student identity
 - Observations and artifacts collected by Equity and Human Rights advocates and the administration team
- Teachers using the critical consciousness Guiding Questions to support their selection of instructional resources
 - Conversations during staff meetings and PA days where teachers work together to analyze resources using the critical consciousness guiding questions document. Teachers will “think aloud” together in order to build a culture of critical consciousness amongst staff
- Students understanding and following through on their responsibility to report incidents of bullying and/or harmful and discriminatory language
 - Administration team keeps a record of office referrals related to incidents of bullying and/or harmful and discriminatory language

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

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

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

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

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?

What resources were used to support teacher and student learning?

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

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

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

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

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)