

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).

- Work with variety of teams within school
 - Well-being team
 - Work with other councils including: SAC, Athletic Council, etc.
 - Equity team
 - Staff learning team

<i>Administrators:</i> Luisa Botelho Robin Toffolo Sahar Monzavi-Bacon Melanie Baird	<i>Teacher(s) including the</i> Human Rights and Equity advocate(s) Lisa MacKenzie Ruqayyah Hosany Jeremy Hodgson Allison Hoy	<i>Non-Teaching Staff Members</i> Gabriella D'Ambrosio
<i>Parent/Guardian(s)</i> Parent Council	<i>Community Partner(s)</i> Halton Police Liaison Officer: Ryland Smith	<i>Student(s)</i> <i>Well-Being Team</i> <i>Student Senators</i> <i>Student Activities Council</i>
Well-Being Contact Person (must be a staff member) Lisa MacKenzie		Contact Email Address
Human Rights and Equity advocate(s) Allison Hoy		Email Address(es)

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](#)

Our overall results showed how most of our students felt safe, happy and accepted in our school. There are many different factors contributing to these results. Here are some highlights of our results of our 2025 Student Have Your Say survey:

Bullying:

- 92% of students report not experiencing any physical bullying
- 77% of students report not experiencing any verbal bullying

- 76% of students report not experiencing any social bullying
- 90% of students report not experiencing any cyber bullying
- 90% of students report not experiencing any sexual bullying

Students who have experienced bullying:

- 36% strongly agree or agree that staff stepped in to help immediately
- 50% strongly agree or agree that staff responded with empathy and understanding
- 40% strongly agree or agree that staff believed me
- 67% strongly agree or agree that they are satisfied with the steps the school has taken to prevent bullying
- 71% strongly agree or agree that they are satisfied with the steps the school has taken to respond when bullying happens

When bullying happens in our classrooms and/or school:

- 74% of students strongly agree or agree that staff take action right away when they know that bullying has occurred
- 75% of students strongly agree or agree that staff members talk with students who have been bullied

Safety and Mental Health

All students:

- 69% strongly agree or agree that they feel safe at school
- 81% strongly agree or agree that they feel safe on the way to or from school
- 85% strongly agree or agree that they feel safe in their neighbourhood or community
- 59% strongly agree or agree that all areas of their mental health are being supported at school

School Belonging

All students:

- 59% strongly agree or agree that they enjoy being at school
- 74% strongly agree or agree that they feel they belong in our school
- 39% strongly agree or agree that they feel happy at school
- 49% strongly agree or agree that they feel accepted by students at school

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

Garth Webb Secondary School Wellbeing Goal

- Decrease in bullying, increase in students feeling safe and in students experiencing positive school climate and sense of belonging. Students will engage regularly with explicit learning and practicing of anti-bullying strategies provided by educators so that all students enjoy being at school, have a strong sense of belonging, and experience positive mental health and well-being.

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: Relationships

Strategy 1: Build Respectful, Inclusive, and Emotionally Supportive Relationships

- Co-create shared definitions of bullying and explicitly teach the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) so that staff and students consistently interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- Adults model [emotional validation](#) with authentic, comfortable language (e.g., kindness validation/BLF) and make themselves available for supportive conversations.
- Foster inclusive, identity-affirming environments (e.g., GSA, Black Student Advisory) and intentionally connect with historically marginalized and racialized students.

Strategy 2: Strengthen Relationships Through Engagement and Inclusive Practice

- Engage students in decision-making and school initiatives (e.g., Well-Being Team, student consultations) and affirming student identity, voice, and choice
- Plan and teach using inclusive, culturally responsive (CRRP) approaches aligned with [\(The Way Forward: Halton DSB Human Rights Equity Action and Accountability Plan \(2020 - 2024: One Page That Matters: Culturally Responsive and Relevant Pedagogy\)](#)

- Build staff confidence through PD on [emotional validation](#), that includes role-playing supportive, emotionally validating language
- 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](#)

Intervention Strategies include: Interrupting and Following Up on Harmful Language and Bullying

Strategy 1: Interrupt Harmful Behaviour Effectively

- Coach students and staff on how to interrupt and report bullying, including role-playing common scenarios.
- Apply the steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#): *stop and identify; explain; support; report; ensure accountability.*
- Use progressive discipline “teachable moments” and address behaviour that negatively impacts school climate.
- Addressing any student behaviour that is likely to have a negative impact on school climate or learning environments

Strategy 2: Follow Up With Support and Accountability

- Follow the [Bullying Response Protocol](#) to repair harm, ensure accountability, and provide supports.
- Provide regular check-ins with students who have been bullied, who have engaged in bullying, or who have witnessed incidents.
- Ensure every student has at least one caring adult they can identify in the school.
- Apply a [bias-free progressive discipline approach](#) as well as mitigating and other factors that influence behaviour
- Reach out to parents/caregivers when concerned about a student’s physical, social, or emotional safety.

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: Preventing Harmful Language and Bullying

Strategy 1: Build Student Understanding and Voice

- Co-create definitions of bullying with students to develop shared meaning and understanding.
- Engage students in identifying ways to prevent bullying in their class, grade, and school.
- Develop skills for healthy, respectful relationships through social-emotional learning, empathy, self-regulation, and consented approaches (#consented).
- Use mentor texts, social stories, and scenarios aligned with the [Selection of Instructional and Library Resources Administrative Procedure](#) and the [Bullying Prevention and Intervention Library Resource List](#)
- Participate in accountable talk, inquiry-based, and experiential learning to foster student voice, inclusion, and reflection.

Strategy 2: Empower Students to Take Action

- Learn and apply the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#): *stop and identify; explain; support; report; ensure accountability.*
- Provide opportunities for students to lead initiatives during Bullying Awareness and Prevention Week, random acts of kindness campaigns, Well-Being Team events, and school-wide equity and anti-racism projects (e.g., Human Rights Code, UNDRIP).
- Support student voice in leadership opportunities, clubs, and councils to guide school-based equity, inclusion, and bullying-prevention initiatives.
- Encourage students to engage peers and the wider school community in raising awareness and promoting positive, inclusive relationships.

Intervention Strategies include: Interrupting and Reporting Harmful Language and Bullying

- Students and staff explicitly apply the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt bullying: *stop and identify; explain; support; report; ensure accountability.*

- Effectively interrupt and report real or perceived bullying incidents, including actions motivated by bias, prejudice, or hate, to an adult or school staff member.

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: Professional Learning for Inclusive and Equitable Practice

Strategy 1: Strengthen Inclusive, Culturally Responsive, and Anti-Oppression Practice

- Build capacity in culturally responsive and relevant pedagogy (CRRP) to affirm identities, remove bias, and foster safe, inclusive spaces (e.g., GSA, JSA, Black Student Advisory, MSA).
- Implementing culturally responsive and relevant practice to guide teaching practice (high expectations, critical consciousness ([Critically Conscious Guiding Questions](#)), and cultural competence)
- Develop skills to interrupt racism, oppression, and bullying, guided by [The Way Forward - Human Rights, Action and Accountability Plan](#), school protocols, and identity-affirming resources.
- Apply inclusive design to plan instruction, respond to student voice, and implement equitable interventions.
- 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

Strategy 2: Support Whole Child Learning Through Differentiation and Engagement

- Understand learner profiles to differentiate instruction for academic, social, emotional, and cognitive needs.
- Apply a whole child approach, incorporating student voice, gradual release strategies, and family/community engagement to promote well-being and equitable learning outcomes.

Intervention Strategies include: Professional Learning for Bullying Intervention and Response

Strategy 1: Build Understanding of Policies, Protocols, and Roles

- Understand the Board’s comprehensive strategy to address bullying, including reporting protocols for staff and students, and appropriate, timely responses.
- Learn the roles and responsibilities of principals, teachers, and students in bullying prevention and response.
- Build knowledge of bias-free progressive discipline approaches, including mitigating factors and how adult intervention supports positive school climate.

Strategy 2: Develop Skills to Respond Effectively and Equitably

- Apply the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#): *stop and identify; explain; support; report; ensure accountability.*
- Use teachable moments within progressive discipline to address behaviour that negatively impacts school climate.
- Provide supports for students who have been bullied, engaged in bullying, or witnessed bullying, ensuring interventions are consistent with students’ strengths, needs, and goals.
- Implement proactive, inclusive, and anti-oppressive strategies across the school, ranging from early prevention to intensive interventions for persistent bullying.
- Follow up after incidents with students, parents/caregivers, teachers, and other staff as appropriate.
- Participate in ongoing professional learning to build capacity and critical consciousness in addressing bullying and microaggressions.

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? Track and respond to student well-being throughout the year to identify students at risk and guide interventions.

Key Actions for Staff:

- Identify what will be monitored, by whom, when, and how, including:
 - **Conversations:** with students, staff, and parents/caregivers.
 - **Observations:** walk-throughs, classroom monitoring.
 - **Products:** intervention plans, notes, reflection logs.
- Create intervention cycles to monitor well-being, supporting identification of students who may be a bully, victim, or witness.
- Follow up with appropriate interventions, supports, and communication with students, families, and staff.
- Use collected data to inform planning, instruction, and school-wide prevention strategies.

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

Conversation: Take every opportunity during the school day to have different conversations with students. Every morning staff and admin are greeting students as they enter the school and classrooms. This is a great opportunity to check-in and to have informal and low risk conversations with students, and most importantly to welcome them back to our community each day. These are also conversations that happen during our many extra-curricular activities that happen throughout each day. All of our staff know that students benefit from meaningful relationships with adults at school, and all of the teachers foster those ties in many ways, large and small, every day.

Observations:

- Lunch Duty Supervisors
- Coaches
- Staff club facilitators
- Classroom teachers
- Hallway chats
- Volunteering opportunities
- After school learning programs
- One-on-one conversations with guidance counselors and Learning Services team

Products:

- Class lesson exit passes
- Notes student wrote during the different events
- Mid-semester student reflections
- Semester Turnaround Student Feedback Forms

It is via conversations, observations, and products that the adults in our building monitor student well-being also identify students who are most at risk; it is common practice that adults connect on a

regular basis (via School Team, student services, learning services, MH & WB team, and others) to provide the opportunity to create intervention plans for these students who may be the bully, the victim, or a witness.
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?
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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)