

Well-Being and Bullying Prevention/Intervention Action Plan 2025-2026

Well-Being Team Membership		
<i>Kelli Pfeiffer - Principal</i> <i>Melissa Johnson, Vice-Principal</i>	<i>Teacher(s) including the Human Rights and Equity advocate(s)</i> Equity Leads: Meggan Flynn, Mary Murphy, Kathrine Okom Grade 12 Student Leadership Class Equity Team students	<i>Non-Teaching Staff Members</i> <i>PC Krista McMullan</i> <i>SSW Lisa O'Halloran</i>
<i>Parent(s)</i> <i>Kathleen Bevan-Garton-School Council Chair</i>	<i>Community Partner(s)</i> Halton Black Voices Welcome Centre Settlement Program	<i>Student(s)</i> <i>Student Council</i> <i>Grade 12 Leadership Class</i> <i>Equity Team Students</i>
Well-Being Contact Person (must be a staff member) John Leckie leckiej@hdsb.ca Human Rights and Equity advocates: Meggan Flynn flynnmeg@hdsb.ca Kathrine Okom okomk@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 2025, 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 2025, 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 2025 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’

SIPSA Goals

Our learning environments are kind and caring spaces where all students, including students who experience disproportionalities, have their identities affirmed through positive and safe school environments. Students will engage regularly with explicit learning and practicing of well-being strategies provided by educators that are grounded in anti-racist, anti-colonial and anti-oppressive practices that support students' identities so that all students enjoy being at school, have a strong sense of belonging, and experience positive mental health and well-being.

Measures

Board

- Have Your Say Survey System Results 2024
- School Self Assessments
- Administrator and Staff Feedback through Superintendent visits

Schools

- *Grade Specific Survey unique to ADS to target our specific needs*
- Ongoing evidence gathered through classrooms, student focus groups, school surveys
- Collection and reflections of observations, conversations and products
- Suspension data/safe school incident reporting
- Monitor progress of the Well-Being and Bullying Prevention/Intervention Action Plan and its impact to reduce the [seven forms of bullying](#)
- School Self Assessment

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
- Teach prevention and intervention strategies for the [seven forms of bullying](#)
- The [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol are reflected in all intervention strategies
- 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](#)
- Work with student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code
- 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)
- Build healthy relationships - student/student relationships; student/teacher relationships
- Engage parents and families as partners in education
- Promote and provide student leadership opportunities
- Incorporate and regularly review teaching/learning materials (e.g., well-being activities), using the [Critically Conscious Guiding Questions](#) to identify and remove barriers to accessibility, negative bias and discrimination.
- Implement [Culturally Responsive and Relevant Social Emotional Learning \(SEL\)](#) in the classroom
- 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 microaggressions through applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) 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

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:

- Identifying
- Explicitly teaching the five 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
- 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**, **XX**)

- 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 \(2020 - 2024\);](#)
- 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 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](#) and the Bullying Prevention and Intervention Protocol (release January 2023) 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
- 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](#) and the Bullying Prevention and Intervention 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)
- Learning through constructivist approaches
- 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 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
- 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 the Bullying Prevention and Intervention Protocol 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](#) and the Bullying Prevention and Intervention Protocol (January 2023)

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.

Prevention

- 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
- 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](#) and the Bullying Prevention and Intervention 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

Professional Learning will occur through:

- Staff meetings
- Professional Activity Days
- System-wide 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?

Conversations: Take every opportunity during the school day to have different conversations with students. Every morning, admin and staff are at the entrance of the school to greet students coming in to the building, 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; they are also conversations that happen during our co-curriculars such as athletic teams, Bagel Mornings, Pink Day, Orange Shirt Day, Forest Festival etc. All of our staff know that students benefit from meaningful relationships with adults at school, and all of the teachers foster those ties in little ways every day.

Observations:

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

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 profiles
- Data obtained from reporting

Products:

- Posters made during the different events
- Remembrance Day (recognition of Indigenous, Black, LGBTQ military efforts)
- Orange Shirt Day: Activity Centres, Wenjak Walk
- Pink Day -activity centres, games, celebration
- Student Senators Feedback Form
- Check In Form posted on grade google classrooms (See below for questions) - Reviewed data and friends and family were the biggest number - plan is to create a video with guidance counselors so students know how they can support
 - What's Going Well?
 - Gathering the data for a fulsome picture of our students
 - What's an area we need to work on?
 - Reinforcing what bullying looks like (7 kinds)
 - When you have a problem, who do you go to?
 - Guidance counselor
 - Teacher
 - Parent/Guardians

- Friends
- Surveys at the end of all guest speaker presentations

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,) 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?

- Dance
- Bearcat Crew Welcome Activities
- Unlearn Poster Tour and Integration
- Grade field trips
- Lunch time karaoke
- Diwali celebrations and events honouring many different student backgrounds / special events
- Anti-bullying Awareness Week
- Pink Shirt Day
- Black History Month
- School Spirit Days
- Guest Speaker PC McMullan

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

- Continued use of harmful & discriminatory language is still a challenge

Improvement Strategies:

- Promote an increase in Student engagement in mental health and well-being team;
- Continue to help student build resiliency
- Harmful and Discriminatory Language Presentations by admin in assemblies and teachers in the classroom
- Mindfulness Education
- Education about Intent vs. Impact

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

- Will be reported at end of the school year
- Parent engagement - survey to determine what mental health and well-being literacy parents want/need to support their student at home and develop common language and strategies
- Recognizing intercultural stigmas that may exist for members of our school community. Looking at guest speakers who can speak to these issues with an intersectional approach.
- Reaching out to students in order to recognize that many students are not experiencing success as a result of mental health barriers.

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 and questionnaires

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?

- Students feel comfortable and safe to report when things do not feel right. They do so with their teachers, families, older students and admin
- Students have expressed that they feel more comfortable expressing their culture in our school than they have in previous schools
- Students have expressed that they feel that the staff accept every aspect of their identity
- Diversity of student population is reflected in their learning environment and staff
- Social media comments from students, parents / guardians, and community members expressing pride in the school

What resources were used to support teacher and student learning?

- [Mental Health Resources for Families and Students](#)
- [Mental Health Resources for Staff](#)
- [Well-Being in Action](#)
- [School Mental Health Ontario](#)
- The data from the voices of Black and racialized students in the [HDSB Student Voices Report](#)
- Principal's Blog communicated to parents
- Presentation given to School Council (In person and virtual presentations; slideshow available on school's website)
- Parent/Guardian Teen Mental Health Session 2026

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

Building Thinking Classrooms - Building Thinking Classrooms - 14 Teaching Practices for Enhancing Learning -A cross-curricular approach for de-streamed classrooms - [click here](#)
Equity & Inclusion Education Culturally Relevant & Responsive Pedagogy

Indigenous Rights & Education: To promote knowledge and understanding of Indigenous perspectives and realities - [United Nations Declaration on the Rights of Indigenous Peoples](#)
- [Truth and Reconciliation Commission of Canada: Calls to Action](#) - [Anti-Racist Educator Reads | voicEd Radio](#)

Mental Health and Well Being: To strengthen safe and caring environments that promote well-being - [Additional Educator Resources to Support Mental Health and Well-Being](#) - [Educator Hub](#) - [Well-Being Resources in myHDSB](#)

- [6R Guidance Teacher Resource](#)
- [School Mental Health Ontario Educator Resource Guide](#)
- [Small Conversations, Big Impact - Secondary Students](#)
- [Class Conversation Starters \(SMHO\)](#)
- [Tip Sheet for Staff to Support Positive Mental Health for All Students \(SMHO\)](#)
- [What to Say to Students to Support a Mentally Healthy Return to School \(SMHO\)](#)
- [2SLGBTQI Allies Conversation Starters](#)
- [Caring Adults: Supporting 2SLGBTQI+ Youth During Difficult Times](#)

Our School Will :

- Continue to build capacity for teacher-student relationships which are important in developing students' sense of belonging
- Adopt a whole-school approach to minimize bullying, with systematic implementation and evaluation because bullying has a negative impact on a student's sense of belonging and can have long-term detrimental effects on mental health and wellbeing.
- Proactive approach to setting high expectations for student behaviour and effective classroom management through the incorporation of student voice to develop authentic resources to improve students' sense of belonging
- Consistent reinforcement of our whole-school emphasis on the value of social, emotional and academic outcomes and improvement helps convey to students that they are a valued part of the school community.

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

- Increase community, staff, and student engagement in ongoing learning
- More whole school approach in regards to Culturally Responsive and Relevant Pedagogy (CRRP)
- Learning more about how to interrupt practices that are harmful towards Black and racialized students and staff
- How to prepare students to learn from guest speakers to maximize student learning
- Building capacity for critical consciousness and posture of practice in actively taking an anti-racist stance and mental health and well-being literacy
- Building student identity by creating a physical space for options (i.e. such as a Mental Health Hub, with professionals available to help students)

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)