

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

Well-Being Team Membership

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Reflecting on Data

The greatest areas of need for individual schools will be identified through reflecting on 'Have Your Say' data in the categories: **Bullying, Safety,** and **School Climate and Sense of Belonging** as outlined in the [Halton District School Board's Bullying Prevention and Intervention Plan 2025-2027](#)

The greatest areas of need as identified through our data are;

1. Students reported that there is verbal bullying happening at the school (once or twice in 4 weeks 27%, every week 13%, many times a week 11%) and social bullying happening (once or twice in 4 weeks 18%, every week 7%, many times a week 12%). This is concerning as this data shows this is a regular occurrence and the school and is often going unreported.
2. The second area of greatest need is the students' perception relating to the question of educators stepping in to help immediately when bullying happened (24% disagree, 19% unsure, 13% strongly disagree). This is alarming as students do not feel their concerns are being taken seriously and dealt with in a timely manner. This needs to be addressed in order to ensure students are feeling safe when 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

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:

- co-creating developmentally appropriate definitions of the **various forms of bullying**
- explicitly teaching the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- including students in decision making and creating opportunities for student engagement (e.g., students on the Well-Being Team, student consultation, ongoing collaboration, etc.)
- affirming student identity, voice, and choice
- using proactive measures to intentionally create inclusive learning spaces for every student
- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory)
- connecting with historically marginalized and racialized students (consider consultation with the Indigenous Rights and Education team as necessary for Indigenous students)
- knowing and planning for students' strengths, areas for growth and interests
- using an [Inclusive Design](#) approach to planning
- implementing and monitoring inclusive, culturally responsive, and relevant teaching (CRRP) ([The Way Forward: Halton DSB Human Rights Equity Action and Accountability Plan \(2020 - 2024: One Page That Matters: Culturally Responsive and Relevant Pedagogy\)](#))
- highlighting equity and inclusive education principles in daily classroom instruction and school activities
- engaging student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code
- implementing and monitoring strategies for supportive learning environments and mental health literacy ([Well-Being Expected Practices](#))

- adults model [emotional validation](#) with students regularly and make themselves available for supportive conversations

Intervention Strategies include:

- coaching students how to effectively and intentionally interrupt and report bullying
- providing opportunities for regular check-ins with students who have been bullied, engaged in bullying or witnessed incidents of bullying, as per expectations from the [HDSB Bullying Response Protocol](#)
- ensuring every student can identify one caring adult in their school community
- learning about a [bias-free progressive discipline approach](#) as well as mitigating and other factors that influence behaviour
- using “teachable moments” within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- addressing any student behaviour that is likely to have a negative impact on school climate or learning environments
- Follow the [HDSB Bullying Response Protocol](#) to repair harm and ensure accountability
- providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying, as per the [HDSB Bullying Response Protocol](#)
- adults reaching out to students and their parents/caregivers when they are concerned about the student’s physical, social or emotional safety and well-being

Planning School Strategies: Student Engagement and Learning

Schools to **select** a manageable balance of developmentally appropriate strategies that will engage students in to learn about bullying prevention and intervention.

Prevention Strategies include:

- co-creating definitions of the various forms of bullying
- identifying ways to prevent bullying in their class; in their grade; in their school
- learning and applying the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- everyone understanding and accepting their role and responsibilities as part of bullying prevention
- developing skills for healthy and respectful relationships
- engaging in awareness raising strategies (e.g., social-emotional learning, empathy, development of self regulation skills)
- learning through constructivist approaches (shared meaning and understanding)
- adhering to the [Responsible Use Procedures for Information and Communication Technology \(ICT\)](#) regarding the use of personal electronic devices in school/classrooms
- using mentor texts, social stories and scenarios that align with the [Selection of Instructional and Library Resources Administrative Procedure](#) and the [Bullying Prevention and Intervention Library Resource List](#)

- participating in accountable talk, including CPS
- engaging in inquiry-based, experiential learning opportunities
- participating in Bullying Awareness and Prevention Week activities
- working with student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code and the United Nations Declaration on the Rights of Indigenous People (UNDRIP)
- engaging in opportunities related to equity and inclusive education, bullying prevention, and leadership initiatives within the school
- other:

Intervention Strategies include:

- explicitly apply the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- effectively interrupt and report real or perceived bullying incidents to an adult or school staff member
- report activities motivated by bias, prejudice or hate to an adult or school staff member as indicated in the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol
- other:

Planning School Strategies: Professional Learning

A year-long professional learning plan must be developed to ensure staff have the required knowledge and skills to lead the learning with students. Identify topics that will be part of the professional learning plan. **Professional Learning** will occur through staff meetings, professional learning days, system professional learning opportunities, school based release time, self - directed Annual Learning Plans, etc. **Schools to select the activities and learning they will engage in during this learning period.**

Prevention Strategies include:

- strengthening inclusive and culturally responsive and relevant teaching
- participate in professional learning to build capacity and critical consciousness when addressing bullying
- understanding and implementing a whole child approach to learning
- understanding learner profiles (e.g., academic, physical, social, emotional, cognitive, self/spirit) and how to differentiate instruction to meet individual student strengths and needs
- reviewing teaching and learning materials and activities regularly to identify and remove barriers to accessibility, negative bias, and discrimination
- developing the skills to intentionally interrupt racism, oppression, and discrimination
- Implementation of [identity affirming bullying prevention resources](#) that specifically address disproportionalities and support schools in their learning and understanding of ways to engage students in increasing their cultural awareness and inclusive climates
- implementing inclusive design to intentionally plan for ways to challenge existing barriers to student well-being: responding to student voice; designing instruction (CRRP); engaging

parents, families, and communities; the environment as the third teacher; analyzing data; building leadership capacity

- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory)
- engaging in ongoing learning to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#)
- engaging in ongoing, meaningful learning about [The Way Forward - Human Rights, Action and Accountability Plan](#)
- implementing culturally responsive and relevant practice to guide teaching practice (high expectations, critical consciousness ([Critically Conscious Guiding Questions](#)), and cultural competence)
- framing teaching and learning around the gradual release model/level of support, based on class and student profiles
- learning to engage families to bring an awareness of bullying prevention and intervention strategies and to recognize the signs of bullying behaviour

Intervention Strategies include:

- understanding the Board's comprehensive strategy to address incidents of bullying including reporting protocols (staff and student), and appropriate and timely responses
- learning about a bias-free progressive discipline approach as well as mitigating and other factors that influence behaviour
- using proactive measures to intentionally create inclusive learning spaces for every student
- using 'teachable moments' within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- responding to any student behaviour that is likely to have a negative impact on school climate or learning environments
- Staff build their competency in exploring and responding to microaggressions through applying the steps from the Discriminatory and Harmful Language Protocol and the Bullying Response Protocol to interrupt different forms of bullying: stop and identify; explain; support; report; and, ensure accountability. h all stakeholders
- providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- ensuring that for students with special education needs, interventions, supports and consequences are consistent with the child's strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP)
- providing a variety of asset based, anti-oppressive supports and resources for students - from early prevention to more intensive interventions (in cases of persistent bullying)
- following up after bullying incidents with students, parents, teachers, and other school staff as appropriate
- participating in ongoing professional learning to build capacity and critical consciousness when addressing bullying
- understanding the roles and responsibilities of principals, teachers and students

Monitoring

Schools will identify ways to monitor student well-being throughout the year by considering what will be monitored, by whom, as well as when and how it will be monitored to ensure this important work takes place. Schools must consider and plan for: **conversations** (e.g., with students, staff, and parents); **observations** (e.g., walk-throughs); and, **products** (e.g., intervention plans, notes). Creating **intervention cycles** to monitor student well-being also supports the identification of students most at risk and provides the opportunity to create intervention plans for these students who may be the bully, the victim, or a witness.

What will be monitored, and by whom?

- Student well-being and school climate
- Bullying incidents and response protocols
- Implementation of Preventative Strategies

Monitored by;

- Admin
- Teachers including Human Rights & Equity team

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

- Bullying reports (verbal/social/physical incidents)
- Documentation of Restorative Conversations
- Progressive Discipline notes
- SERT data - School Team Referrals
- CYC Referrals
- Intervention plans for students who bully, are bullied, or witness bullying
- Belonging Assemblies
- Have Your Say Data

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

- Increased Sense of Belonging and Connection - evidence from grade 3 classrooms - Students share in class circles and check-ins that they feel safe talking to staff.
- Strengthened relationships between students and caring adults - Students are turning to teachers, the CYW, and administration earlier when issues arise rather than waiting until problems escalate. (Grades 3-5)
- Students share during conferences and conversations that they "have someone to go to." Primarily with grades 2-6
- Students are participating in decision-making and contributing ideas for creating a more positive, inclusive environment.

Success was achieved through varying grades. We know this from classroom/office observations as well as conversations with students and staff.

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

Limited Conflict Resolution Skills:

Many students needed more explicit teaching and practice with:

- self-regulation
- problem-solving
- restorative language
- understanding intent vs. impact

The grade level varies throughout from grades 2-8. We could perhaps have explicit teaching of “recess” and what friendly recess play looks like.

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

Strengthen School-Wide Prevention

- Implement consistent, school-wide lessons on conflict resolution, identity-affirming language, and emotional regulation.
- Re-establish monthly community circles in all classrooms to build belonging and connection.

Enhance Monitoring and Early Intervention

- Review well-being and discipline data monthly to identify emerging trends.
- Conduct targeted walk-throughs in hotspots (yard, hallways, bathrooms)
- Identify students in need of extra support based on previous patterns.

Improve Staff Consistency

- Provide training on restorative practices, anti-oppressive responses to identity-based harm, and consistent supervision expectations.
- Align staff on shared language for addressing conflicts (“How can I help?”, “Can you help me understand?”, “How can we move forward together?”)

Increase Student Voice

- Use student feedback (surveys, suggestions, check-ins) to shape school initiatives.
- Continue the well-being group to identify issues and propose solutions.

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?

- Our monthly Belonging Assemblies have been an incredible success for our school. These assemblies focus on a different character trait each month and highlight/showcase students and classes that exhibited the traits. Students can earn a “Pawsitive Panther” award anytime they show kindness, respect, support or anything that shows that they are being a good citizen.

What resources were used to support teacher and student learning?

- Providing PD and Book Talks to support our goals
 - PD - Emotional Validation
 - PD - CPS introduction
 - Social Emotional Learning - provided to staff during staff meeting
 - Book Talk - The Anxious Generation
 - Book Talk - The School Discipline Fix (have not started this yet but we are looking to possibly run this)

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

- Emotional Validation
- CPS introduction - Kids do well if they can - reframing behaviour and shifting focus on lagging skills to support student growth

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

- Not all staff felt fully confident applying the Discriminatory and Harmful Language Protocol, interrupting identity-based harm, or using anti-oppressive language consistently.
 - Varied levels of prior training and experience.
- Students struggled to accurately differentiate between rough play, conflict, and bullying, even after initial lessons.
 - Students, especially in Grades 3–6, are still developing social awareness.
 - Many incidents were labelled “bullying” when they were conflict or misunderstanding, making consistent responses challenging.
 - More ongoing teaching was needed beyond the start-of-year lessons.

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

- Strengthen Consistency Across Staff
 - The Discriminatory and Harmful Language Protocol
 - Restorative practices and identity-affirming interventions
- Expand Student Teaching and Practise
 - Continue lessons differentiating conflict, rough play, and bullying throughout the year, not just at the start.
 - Integrate social-emotional learning and emotional regulation practice into daily routines.
 - Use role-playing and “teachable moments” to help students apply strategies in real situations.
- Increase Student Voice and Leadership
 - Expand Well-Being Teams and affinity groups to give students more input into school culture.
 - Empower students to lead initiatives promoting inclusivity, kindness, and awareness of identity-based harm.

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

- Restorative Practices and Collaborative Problem Solving
- Anti-Racism, Anti-Oppression and Identity affirming practices

- Social Emotional Learning and Conflict Resolution

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)

Notes on proactive strategies to create safety and predictability for students, enhance relationships and reduce opportunities for bullying?

- Give students the opportunity for their voices to be heard and share about their culture, hobbies, families, interests, etc. (The first 10 days of literacy)
- Having tools in the classroom to allow students to express their feelings
- Accountable talks - giving them a way to communicate and engage in a conversation about feelings and emotions
- "Silent Mentors" → A safe adult in the school to watch over a student who is going through a difficult time (e.g., parent loss, trauma, behaviour issues, personal struggles)
- For silent mentors, if working at a K-8 school, this is something that the intermediate students can help with by looking out for the younger ones
- 15-20 minutes at the beginning of the afternoon block, after 2nd break, giving some time for mindfulness, with a breathing video or some quiet reading time
- Practice vocalizing the sentence starters and calmness so that students can model it
- Investing time and being proactive ahead of time before the conflicts and hard times arise. Teaching them self-regulation tools from day 1 is being proactive