


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

Well-Being Team Membership		
<p><i>Administrator</i></p> <p><i>Adene Taylor</i> <i>Margaret Napier</i> <i>Tanya Pellicori</i></p>	<p><i>Teacher(s) including the Human Rights and Equity advocate(s)</i></p> <p><i>Janna Boshoeer - Human Rights Advocate/ Bullying Prevention Lead</i></p> <p><i>Christine Boreham - Bullying Prevention Lead</i></p>	<p><i>Non-Teaching Staff Members</i></p> <p><i>Administrative Team</i> <i>CYC</i> <i>Social Worker (Khadijah Hammuda)</i> <i>Mental Health Department and School Operations (Kerri Lee)</i></p>
<p><i>Parent/Guardian(s)</i></p> <p><i>a variety of caregivers are involved in different initiatives throughout the year related to wellbeing, belonging and bullying prevention</i></p>	<p><i>Community Partner(s)</i></p> <p><i>- Support for specific initiatives has been provided by Canadian Caribbean Association of Halton (ABC), Get Real (GSA),</i></p>	<p><i>Student(s)</i></p> <p><i>Bullying Prevention Team includes 12 Grades 7 and 8 student facilitators with overlap from the ABC, Social Justice and Student Senate student groups</i></p>
<p>Well-Being Contact Person (must be a staff member)</p> <p><i>Christine Boreham</i> <i>Janet Duransky</i> <i>Laura Mather</i></p>		<p>Contact Email Address</p> <p>borehamc@hdsb.ca duranskyj@hdsb.ca Laura Mather [Staff]</p>
<p>Human Rights and Equity advocate(s)</p> <p><i>Janna Boshoeer</i></p>		<p>Email Address(es)</p> <p>boshoeerj@hdsb.ca</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](#)

1. [Bullying Prevention & Intervention Staff Survey \(created by Christine Boreham\) - Summary of Results](#)
2. [Have Your Say Survey Results](#) compared with [HDSB averages](#)
3. **Inclusive Design Framework as a reflective tool to enhance belonging and build community connections (example: October:  Diwali Showcase Inclusive Design BT 25-26**

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% 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 - focusing 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](#)
 - <https://www.myhdsb.ca/departments/human-rights-equity-inclusive-education/grounding-documents/the-way-forward/> **Implementation Guide**
- 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
- [Tip Sheet on Conducting an Unbiased Student Investigation](#)

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 as Commitments:

- co-creating developmentally appropriate definitions of the **various forms of bullying** [various forms of bullying](#) (November 16-21)
- affirming student identity, voice, and choice
- 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\)](#)

Intervention Strategies include:

- Provide equitable and inclusive leadership opportunities for students, especially those representing a broad range of social identities and lived experiences, and provide multiple opportunities to include the voices of

diverse students (e.g., designing school events, developing programs, establishing school improvement goals, etc.)

- Educators are engaged in ongoing reflective practice to deepen and expand CRRP knowledge and application (e.g., [Cultivating Genius](#), [Unearthing Joy](#))
- When incorporating resources related to history and heritage months and days, educators apply critical consciousness to determine how they may relate curricular topics in ways that go beyond traditional narratives. They also seek to affirm identity beyond the month to reflect the diversity of our students, and provide fulsome accounts of our world
- Walk the halls with a critical lens to who and what is represented on the walls of the school, and who/what might be missing
- Educators use informed pedagogical practices across curricular areas with an anti-oppressive stance (e.g., Right to Read Implementation, destreaming)

- Identify colonial and anti-Black racism constructs in the curriculum and offer intentional counterpoints that interrupt the narratives historically presented in curriculum sources to present perspectives that do not reinforce colonial values, beliefs, and narratives of white superiority

- 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 as Commitments:

- everyone understanding and accepting their role and responsibilities as part of bullying prevention
- developing skills for healthy and respectful relationships
- 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 as Commitments:

- understanding learner profiles (e.g., academic, physical, social, emotional, cognitive, self/spirit) and how to differentiate instruction to meet individual student strengths and needs
- developing the skills to intentionally interrupt racism, oppression, and discrimination [Culturally Responsive Anti-Bullying Resources](#)
- 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:

- Establish a focus on anti-oppression within professional learning with all educators, incorporating a focus on identifying, naming, and disrupting oppressive practices in classrooms and schools
- Ensure parent and community involvement in school committees and organizations is representative of diverse communities from across Halton
- Establish collaborative and formal processes to develop supports for newcomer families as a shared responsibility between schools and Welcome Centre staff (i.e., Youth Settlement Specialists)
- 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 - Bullying Awareness Week - Kick Off - November 15-21

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.

Understanding Bullying: Based on Rough Play, Conflict or Bullying

- coaching students how to effectively and intentionally interrupt and report bullying
- ensuring every student can identify one caring adult in their school community
- co-creating developmentally appropriate definitions of the **various forms of bullying** [various forms of bullying](#)
- everyone understanding and accepting their role and responsibilities as part of bullying prevention

Action:

Before this week:

PD Day October 10: review of Bullying Prevention Resources including the Bullying Response Poster [HDSB Bullying Response Protocol - Implementation Resources](#)

October 15: [Identity and Gratitude Leaves](#)

Open the week with the following video:

[Understanding Bullying](#)

All week:

[Bullying Prevention Week](#)

12 students have committed to delivering presentations to class from Kindergarten through Grade 6. Starting [November 19-21](#).

[Bullying Prevention Week Presentation HDSB 5 and 6](#)

[Bullying Prevention Week Presentation -K-2](#)

[Bullying Prevention Week Presentation -Gr. 3-4](#)

In January, Student Success teacher and intermediate classroom teachers will be delivering the [Be There Certificate Program](#) to Grades 7 and 8 students. Rather than focus on the Code of Conduct and various policies and procedures, empathy and looking outside ones self and the impact on others can be emphasized through this program.

What will be monitored, and by whom?

- Students are identifying, naming, using language
- Staff and students

Feedback:

[Anti bullying presentations feedback](#)

In the two weeks following there was an uptick in referrals to the office where students were using the language of the bullying presentations “we saw bullying” “I had to stop the bullying” (4 events)

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

Observations

- Photos

Conversations

- Students receiving
- Students facilitating
- Educators
- Families (SCC Meeting)

Check in

- Announcement provocation for community circle at the end of the month - 2 weeks after
- January staff meeting - complete a google form

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

Anticipation:
K-3 maybe the most receptive as a result of age and stage of development and the regular teaching that is occurring as students develop and navigate relationships
7-8 will likely have the greatest connection and ability to relate as a result of life experience, however, they may be resistant to using the language taught for fear of being mocked

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?

Next Steps will be determined by data by the Wellbeing Committee?

Step 1: Review the following resource [Bullying Prevention resources](#) for further implementation of a variety of areas contained in the school plan

Monitoring - Staff Professional Development - Reducing Disparities for MLLs - November, January, March

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.

Supporting the whole learner: understanding learner profiles (e.g., academic, physical, social, emotional, cognitive, self/spirit)

- Learning proactive measures to intentionally create inclusive learning spaces for every student
- work with school and board supports to identify and reduce barriers to student engagement and success
- Learn to differentiate instruction to meet individual student strengths and needs

Goal:

➤ How can we increase comprehensible input and language output to support Multilingual Learners (MLL) in order to decrease the disparities in outcomes noted by the HDSB research department?

What will be monitored, and by whom?

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



ESL 2024-2025

View the shared drive (pictured above) which contains the continuum of work started in 2024 and is continuing through 2026:

- ESL Programing Nov. 3 Staff meeting was led by ESL team to introduce Comprehensible Language strategies to planning time, Intermediate Humanities educators and French educators

Student Reflections

MLL Student #1 R.A.

OLB STEP:
Oral 2
Reading 2
Writing 2

How did you feel Social Studies?
Because we used maps (progress report)

How did you feel about answering questions in social studies?
Because it was hard to read and I knew a little bit how to write my sentence

Did the sentence frames help you feel better about answering the questions? How did you feel?
Yes, I felt good because it says the words and how you spell it in a sentence.

What is something your teacher can use next year to help you learn Social Studies better?
Make more sense by using pictures and videos and sentences (sentence frames)

ESL teachers continue to collaborate with classroom partners to monitor the growth and development of students through the use of Program Planners and the collection of student voice (see example in image).

Staff who participated in the November ESL focused staff meeting will collect data using a monitoring chart to be shared in February.

[MLL Progress Monitoring Template – Specialty Educators](#)

[MLL Progress Monitoring Template – Specialty Educators– How to Use Video](#)

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 - Instruction

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?

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

Puzzle pieces- evidence to follow on Dec

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)