

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

Well-Being Team Membership		
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Reflecting on Data
<p>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</p> <p>We continue to focus on;</p> <ul style="list-style-type: none"> • Increasing the number of students experiencing a positive school climate and sense of belonging (78% of students feel like they belong) (22% are inconsistent in their feeling of belonging.) • Increasing the number of students feeling safe at school (6% indicate they are not feeling safe at school) • Decrease the number of students experiencing bullying as well as continue to teach the difference between bullying, conflict and rough play

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
 - **Using the language in the classroom regularly to name behaviours, actions or words**
- including students in decision making and creating opportunities for student engagement (e.g., students on the Well-Being Team, student consultation, ongoing collaboration, etc.)
 - **Choice in Pumpkin decorating themes, Musician of the Month Voting in music class, Student Senate, March Music Madness, Manie Musicale**
 - **Student announcers, leadership opportunities, learning buddies, breakfast cart, student supervisors, lunch leaders**
- affirming student identity, voice, and choice
 - **Strategic choices of texts used in the classroom (culturally responsive and reflective of student identity)**
 - **Bringing celebrations into the music room that reflect the students in our school**
 - **Students creating their own music**
- using proactive measures to intentionally create inclusive learning spaces for every student
 - **Providing student specific and normalizing the use of student tools (sensory path, break cards, sensory tools/room, mini gym, noise canceling headphones, calm corners in the classrooms, wiggle cushions)**
- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory)
 - **Providing a variety of extra-curriculars and clubs (sports, games, reading, intramurals, etc.)**
- connecting with historically marginalized and racialized students (consider consultation with the Indigenous Rights and Education team as necessary for Indigenous students)
 - **Connecting with indigenous community members (Stephen Pacquette, Fallon Melander)**
- knowing and planning for students' strengths, areas for growth and interests

- **Speak with students in small groups/individually and plan experiential activities**
- **Data wall, ongoing assessment, ongoing common math tasks**
- using an [Inclusive Design](#) approach to planning
 - **Whole school decisions around colonial practices and reflect and make changes as we see fit**
- 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

Example: highlight all holidays, celebrations, and days of significance on the announcements. Centre hall book display that is reflective of current events and celebrations
- 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](#))
 - **Calm corner, stationary bikes,**
 - **small group instruction**
 - **Providing prayers spaces**
 - **Volunteers to read with students**
- adults model [emotional validation](#) with students regularly and make themselves available for supportive conversations
 - **Staff model emotional validation in the classroom and on the playground**
 - **Ongoing support and training through CYC-P**

Intervention Strategies include:

- coaching students how to effectively and intentionally interrupt and report bullying
 - **Reading stories that show bullying and ways to report (e.g., “Chrysanthemum”, “Stand Tall, Molly Lou Melon”, “The Recess Queen” etc.)**
- 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](#)
 - **CYC-P support**
 - **Staff checking in regularly with students**
- ensuring every student can identify one caring adult in their school community
 - **Building connections, learning the names of students who are not in your class, teams and clubs**
- 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
 - **Speaking to students when we see or hear harmful/discriminatory language or bullying behaviour**
- 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
 - **Restorative/Community Circles**
- 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
 - **September: classroom agreement**
 - **Classroom promise**
 - **Belonging pledge co-created with students**
- identifying ways to prevent bullying in their class; in their grade; in their school
 - **Being bucket fillers vs dippers (read alouds like Have You Filled a Bucket, A-Z ...)**
 - **Learning how to be respectful students (Do Onto Otters- Respect)**
- 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
 - **Daily discussions on how interrupting speech can affect self esteem, participation and enthusiasm,**
 - **Being inclusive with students in the classroom and outside during recess**
- developing skills for healthy and respectful relationships
 - **Community Circles, Flexible Groupings, Learning Buddies, Classroom Jobs**
 - **Weekly change of classroom jobs**
 - **Weekly community circles**
 - **Weekly meets with learning buddies**
- engaging in awareness raising strategies (e.g., social-emotional learning, empathy, development of self regulation skills)
 - **Reading a variety of texts (IE: collaboration, empathy, etc.)**
- 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
 - **Classroom CYC P support through community circles**
- engaging in inquiry-based, experiential learning opportunities
 - **Using our outdoor classroom and green space (Gr 6. Tasks on biodiversity in our community), Student choice in science inquiry focus (choosing a topic that relates and connects to them)**

- 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
 - As mentioned above
- 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
 - **Open conversations about scenarios**
 - **Acting out dramatic events or situations**
- 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
 - **Making sample common math tasks**
- participate in professional learning to build capacity and critical consciousness when addressing bullying
 - **PD session in October**
- understanding and implementing a whole child approach to learning
 - **Using a variety of teaching strategies (e.g., outdoor learning, hands on, STEM)**
- understanding learner profiles (e.g., academic, physical, social, emotional, cognitive, self/spirit) and how to differentiate instruction to meet individual student strengths and needs
 - **Significant 72, first weeks of school getting to know your students, talking to colleagues about strategies that worked in previous years)**
- reviewing teaching and learning materials and activities regularly to identify and remove barriers to accessibility, negative bias, and discrimination
 - **In grade teams when planning lessons, review materials (e.g., Social Studies text books)**

- developing the skills to intentionally interrupt racism, oppression, and discrimination
 - **Use Harmful and Discriminatory Language Protocol**
- 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
 - **Use the Know be 4 resources and lessons**
- 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
 - **Fidget tools, bikes (body breaks), outdoor learning, math games, pumpkin decorating as a fall activities rather than just a Halloween activity, celebrating Family Day instead of Mother's Day or Father's Day**
- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory)
 - **Calm Cove, Affirmation Station, Conflict Resolution Wall**
- 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
 - **Whole group lesson, small group guided, independent practice**
- learning to engage families to bring an awareness of bullying prevention and intervention strategies and to recognize the signs of bullying behaviour
 - **Putting out Makwendam Memos, messaging to parents using social media**

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
 - **Reviewed on the Oct 10th PD Day and previous staff meetings and PD days**
- learning about a bias-free progressive discipline approach as well as mitigating and other factors that influence behaviour
 - **Reviewed yearly during staff meetings and PD Days**
- using proactive measures to intentionally create inclusive learning spaces for every student
 - **Fidget tools, calm cove, bikes, conflict resolution wall, student input on the wall**
- 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?

Data from: Have Your Say and EQAO Questionnaire, School Survey which will be monitored by staff at staff meetings and during leadership meetings. We are monitoring the number of parent emails, office visits, school team/school resource team referrals as well as CYC-P referrals.

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

Our conversations and observations of students, staff and community members, supports our belief that Makwendam is a welcoming, inclusive and safe environment for all. Our school motto "Be Your Best Self" grounds us in all that we do, say and plan. We use it as our guide to ensure all voices are heard and all cultures are valued. Our evidence tells us that for a small school, we work hard at providing a number of experiences in order to engage a number of students (e.g., arts, stem, athletics, clubs). This allows us to see which students are not engaged in activities, so that we can find out the reasons for their lack of engagement and put next steps in place to support them.

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

Observing students apply our motto everyday (e.g., culturally relevant book choices "we need an Indigenous perspective" said one student.

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

One of the challenges we encountered, especially when reviewing the data, was that our observations and conversations were not matching the data that we received from the Have Your Say and EQAO questionnaire . We believed the discrepancy was due to the misunderstandings of the questions being asked. We came up with similar questions and spent significant time explaining each question as the students were answering the Makwendam survey and we did it several times throughout the year to get a consistent read. Our Makwendam survey data indicated that only 1% of our students from Grade K-6 felt unsafe, had experienced bullying and/or felt that they didn't belong. Digging deeper into that 1% really helped us to understand the data more clearly (behaviour students who had difficulty managing relationships).

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

We are going to continue to administer our Makwendam surveys every term to help us continue to monitor how our students are feeling and we are going to continue to ensure that we have experiences for all of our students to participate in and connect with those we notice are not engaged. During our staff meetings, school team, and school resource team meetings, we will document and make a plan for students that are experiencing challenges either with peers, academics and/or social emotional.

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)