

Well-Being and Bullying Prevention/Intervention Action Plan

Well-Being Team Membership		
<i>Principal and/or Vice Principal:</i> Lisa Markham - Principal	<i>Teacher(s) including the Human Rights and Equity advocate(s)</i> All Staff at New Central	<i>Non-Teaching Staff Members</i> Bill Coppens - CYC-P
<i>Parent(s)</i> shared at School Council - November 19, 2025 To be shared in our Weekly Updated November 21, 2025	<i>Community Partner(s):</i>	<i>Student(s)</i>
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Human Rights and Equity advocate(s): Amanda Landry		Email Address(es): landryam@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](#)

Have Your Say Data from 2024-2025
 106 students participated (89% of grade 4-6)

96% of New Central students believe that adults at New Central model kindness.

78% of New Central students believe "that kindness happens regularly in my school".

88% of New Central students believe they are "encouraged to be kind".

88% of New Central students believe "educators provide oportuies to learn about the Harful and Discriminatory Language Protocol".

91% of New Cntral students believe "there are students at my school who care about me".

96% of New Central students believe "they have some friends at school".

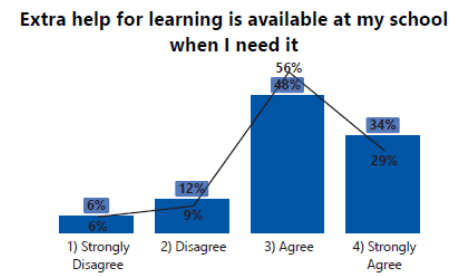
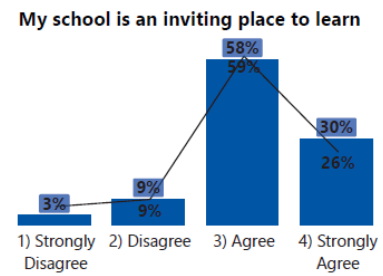
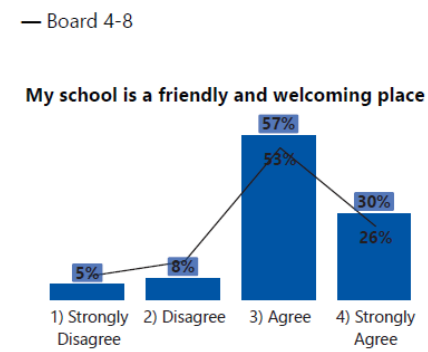
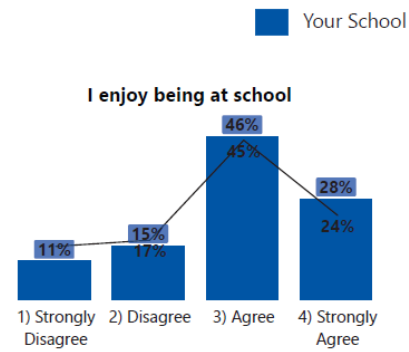
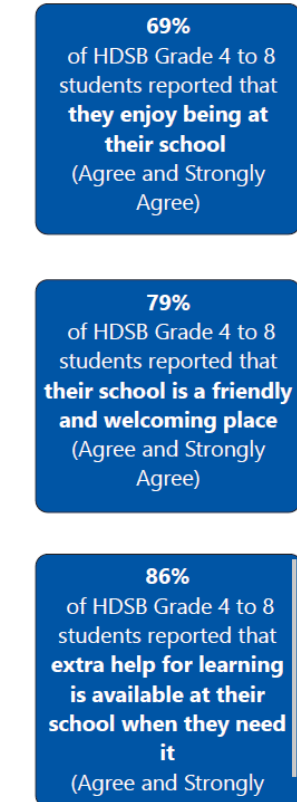
60% of New Central students are comfortable or very comfortable asking a teacher, or speaking to a teacher if they had an issue at school.

School Belonging

SCHOOL BELONGING

Students reported on several aspects of school belonging, including whether they feel happy, accepted by students and adults in their school, and whether school rules are fair.

How much do you agree or disagree with the following statements?

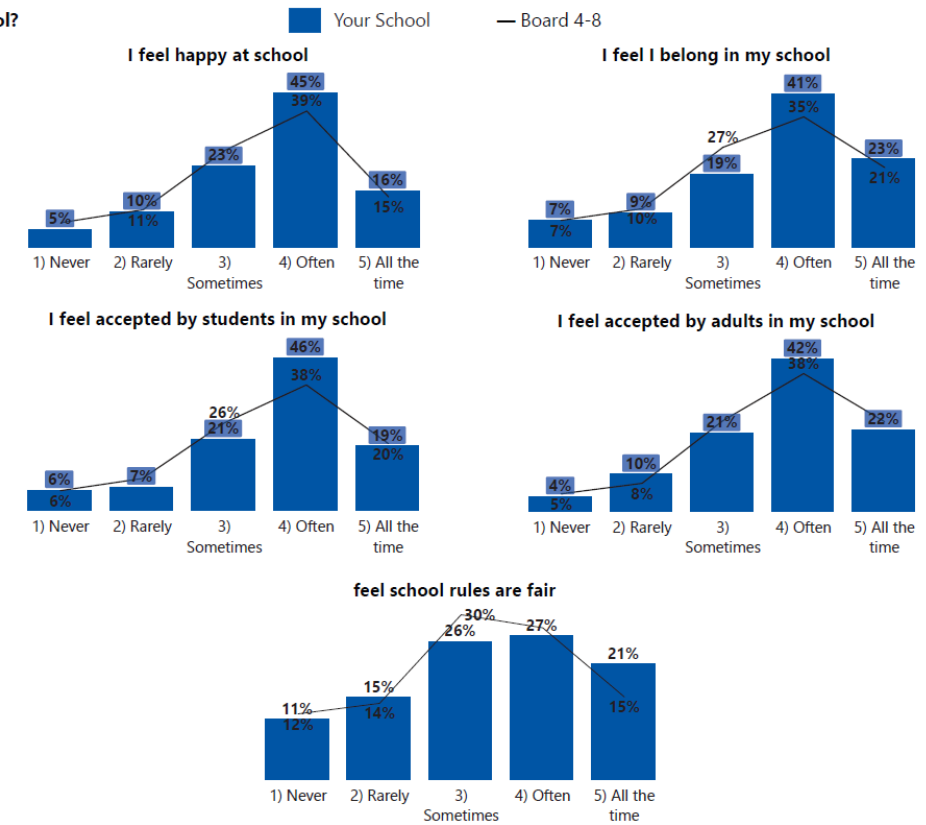
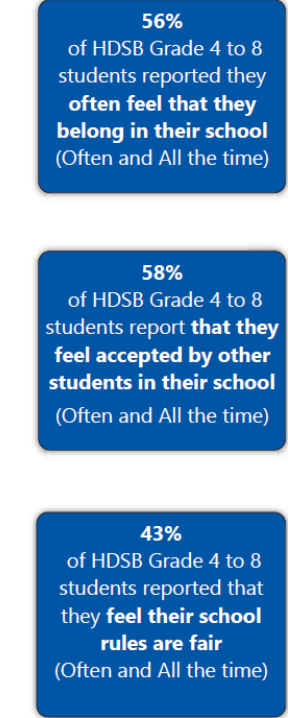


School Belonging

SCHOOL BELONGING

Students reported on several aspects of school belonging, including whether they feel happy, accepted by students and adults in their school, and whether school rules are fair.

How do you feel about your school?



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 who experience bullying*, while addressing disproportionalities* for Indigenous and Black students, gender diverse students, sexually diverse students and students with IEPs.
- By June 2026, 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 2026, there will be a 5% **increase** in the *percentage of students experiencing a positive school climate and sense of belonging*, while addressing disproportionalities* for Indigenous and Black students), gender diverse students, sexually diverse students and students with IEPs.

(*this data will be available at the Board level only - cannot be disaggregated at the school level due to privacy)

Measures

Board

- Have Your Say Survey System Results 2024
- 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
- the end of each school year to monitor progress of the Well-Being and Bullying Prevention/Intervention Action Plan and its impact to reduce the [seven forms of bullying](#) * to be rolled out as part of the revised *Bullying Prevention and Intervention Plan (January 2023)*
- 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](#) * to be rolled out as part of the revised *Bullying Prevention and Intervention Plan (January 2023)*
- 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](#) * to be rolled out as part of the revised *Bullying Prevention and Intervention Plan (January 2023)*
- the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) are reflected in all intervention strategies and adults **must** be involved; and, identify ways that this information will be communicated and shared with all stakeholders
- 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)
- 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](#)

- identify the school's response protocol to repair harm and ensure accountability
- build healthy relationships - student/student relationships; student/teacher relationships
- build supportive learning environments
- engage parents and families
- promote and provide student leadership opportunities
- educators 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
- students have opportunities to connect with nature and the outdoors in order to increase awareness of self and nature
- 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
- teach the appropriate use of the online reporting tools and the ways for reporting to an entrusted adult

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
- 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.

Instructional Prevention Strategies include:

- co-creating developmentally appropriate definitions of the [seven forms of bullying](#) * to be rolled out as part of the revised Bullying Prevention and Intervention Plan (January 2023)
- explicitly teaching the five 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
- 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, Black Student Advisory, IREN)
- 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 \(2020 - 2024; One Page That Matters: Culturally Responsive and Relevant Pedagogy\)](#))
- 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 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:

- co-creating definitions of the [seven forms of bullying](#) * to be rolled out as part of the revised *Bullying Prevention and Intervention Plan (January 2023)*
- 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 (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- engaging in role play to practice applying the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) based on bullying scenarios and learning how to ask for help
- 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
- other: Guest Speakers such as Q-Mack

Intervention Strategies include:

- explicitly apply the five steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (January 2023) 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)
- 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.

Prevention

- strengthening inclusive and culturally responsive and relevant teaching
- developing effective classroom management strategies
- 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 [Culturally Responsive Anti-Bullying 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, 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)
- 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

- 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 (January 2023) 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
- understanding the roles and responsibilities of principals, teachers and students

Professional Learning will occur through:

- staff meetings
- professional learning days
- system professional learning opportunities
- school based release time

self - directed Annual Learning Plans

other:

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 will be collected from conversations, observations and products?

Conversations: Student voice surveys, interviews, restorative conversations, parent concerns, staff reports

Observations: Recess behaviour, classroom interactions, supervision patterns, environmental “hot spots”

Products: SEL work, journals, anti-bullying posters, assessments, student reflections, behaviour tracking tools

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

To be completed by the end of the year, once we have collected data

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

To be completed by the end of the year, once we have collected data

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

To be completed by the end of the year, once we have collected data

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?

To be completed by the end of the year, once we have collected data

What resources were used to support teacher and student learning?

To be completed by the end of the year, once we have collected data

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

To be completed by the end of the year, once we have collected data

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

To be completed by the end of the year, once we have collected data

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

To be completed by the end of the year, once we have collected data

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

To be completed by the end of the year, once we have collected data

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)