

# 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](#)

### Bullying:

- Verbally - 38% - takes place mostly during unstructured times of the school day: lunch, recess, before/after school, in hallways/washrooms/less frequently monitored areas by school staff
- Physically - 15% - takes place mostly during unstructured times of the school day: lunch, recess; current year uptick in physical altercations
- Socially - 44% - takes place mostly during unstructured times of the school day: lunch, recess
- Sexually - 33% every week - identify, define & explore what is being considered sexual bullying and explicitly define it as such

### Educator response to bullying:

- My educator(s) or school staff member(s) stepped in to help immediately - 52%: discrepancy between teacher perception and student perception

### Safety:

- I feel safe at school - 59%: many students neither agreed nor disagreed, signalling a necessary increase in work to do regarding the overall sense of safety in 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 - 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](#)
- 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**

**Intervention Strategies include:**

- 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

**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:**

- participating in Bullying Awareness and Prevention Week activities

**Intervention Strategies include:**

- effectively interrupt and report real or perceived bullying incidents to an adult or school staff member

**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
- implementing culturally responsive and relevant practice to guide teaching practice (high expectations, critical consciousness ([Critically Conscious Guiding Questions](#)), and cultural competence)

**Intervention Strategies include:**

- learning about a bias-free progressive discipline approach as well as mitigating and other factors that influence behaviour

## 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?

- Evidence that definitions are posted, revisited, and understood by students - by classroom teachers
- Consistent use of all 5 steps in incidents; documentation of actions and follow-up - by all staff
- Student engagement, classroom activities completed, student reflections - by teachers, administrators & well-being/equity leads
- Number and quality of reports, student confidence in reporting, staff follow-up - by students, staff, administrators
- Evidence of inclusive practices in lessons, resources, and classroom environments - by teachers (self-reflection, lesson planning), administrators (learning walks, observations)
- Integration of diverse perspectives, use of critical questions, and culturally competent interactions - by teachers, administrators, equity lead
- Staff understanding and application of progressive discipline in behaviour responses - by teachers and support staff (daily application), administrators

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

- Student reflections during class discussions
- Teacher and staff debriefs about applying the 5-step protocol
- Parent/community input during school council or feedback sessions
- Classroom walk-throughs showing posted co-created definitions of bullying
- Student work
- Incident logs and progressive discipline records
- Surveys on school climate, safety and inclusion
- School-wide documentation (photos, newsletters, or portfolios of bullying awareness week activities)

## 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)