

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

<b>Well-Being Team Membership</b>		
<i>Administrator</i> Mel Klomp	<i>Teacher(s) including the Human Rights and Equity advocate(s)</i> Krista Miller Stephanie MacLellan Jill Lobodici Paula Oosthoek	<i>Non-Teaching Staff Members</i> Martha Turner - CYC
<i>Parent/Guardian(s)</i> Crystal Ahuja - PJ Council Chair and Eco Team Member	<i>Community Partner(s)</i> ROCK Erin Oak Kids Center for Diverse Learners	<i>Student(s)</i> Student Leadership Team (comprised of grade 5 and 6 students)
Well-Being Contact Person (must be a staff member) : Krista Miller and Stephanie MacLellan		Contact Email Address: millerk@hdsb.ca
Human Rights and Equity advocate(s) Paula Oosthoek and Jill Lobodici		Email Address(es) klomp@hdsbc.a

## 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](#)

### Areas of Need Identified Through School Data

#### Sense of Belonging

Based on student voice data, 57% of students reported feeling a sense of belonging at school, identifying this as a significant area for growth. This data highlights the importance of strengthening relationships, student voice, and inclusive practices across all learning environments. In response, we are intentionally working to enhance students' sense of belonging by empowering student voice through our Student Leadership Team, increasing opportunities for meaningful student engagement, and embedding Culturally Responsive and Relevant Pedagogical (CRRP) practices into daily classroom programming.

Additionally, staff are reviewing and diversifying learning resources to ensure students see their identities, cultures, lived experiences, and perspectives reflected in their learning. These actions are intended to foster a learning environment where students feel respected, connected, and affirmed, and where they develop a stronger sense of ownership and belonging within the school community.

## Bullying Prevention and Response

Our school is currently at the board average, with 88% of students reporting positively in the area of bullying prevention and response. While this reflects a strong foundation, we remain committed to continuous improvement and proactive prevention. Staff and students consistently implement the Harmful and Discriminatory Language Protocol across classrooms, common spaces, and outdoor learning environments to ensure a shared understanding and consistent response to harmful language and behaviours.

In addition, Grade 6 students have taken on leadership roles by creating and delivering student-led presentations for younger learners. These presentations clearly outline the purpose, steps, and expectations of the protocol, reinforcing student understanding of accountability, repair of harm, and respectful communication. This same shared commitment extends to the consistent use of the Bullying Response Protocol, supporting timely intervention, follow-up, and ongoing support for students involved in or affected by bullying incidents.

## School Climate

Student feedback related to school climate indicates a need to further strengthen feelings of connectedness, inclusion, and belonging across the broader school community. While many students report positive experiences, 60% of students indicated that they see themselves reflected in their learning, suggesting opportunities to further enhance representation and inclusivity.

As a result, diversifying learning resources, instructional approaches, and school-wide programming remains a key priority. Intentional efforts are being made to embed equity, inclusion, and student voice into classroom instruction, extracurricular opportunities, and school-wide initiatives. These actions are designed to foster an inclusive, welcoming, and affirming school climate where all students feel safe, valued, and supported as their authentic selves.

## 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.

## School Actions: Reaching the Goals

Evidence-based actions to engage staff and students - focussing on *what* schools are to implement.

A number of recommendations are made throughout the [PPM No. 144](#) "Bullying Prevention and Intervention" which directly inform the development of the School Improvement Plan for Student Achievement and Well-Being (SIPSA). All schools are required to include the following actions - for staff and students - in their **Well-Being and Bullying Prevention/Intervention Action Plans**.

### **Preventative Actions We Will Take To Support Reaching The Goals (*select from the list below and add in additional school based items as reflected in your SIPSA*)**

- Review the [HDSB Code of Conduct](#) with students at the start of the year, using lessons and resources to support understanding.
- Teach students to identify the [various forms of bullying](#), co-creating developmentally appropriate definitions that clarify the difference between rough play, conflict, and bullying.
- Teach and apply **prevention and intervention strategies**, including:
  - Bias-free progressive discipline (considering mitigating and other factors)
  - [The Discriminatory and Harmful Language Protocol](#)
  - The Bullying Response Protocol
  - Culturally responsive, identity-affirming anti-bullying resources
- Provide supports and regular check-ins for students who have been bullied, engaged in bullying, or witnessed bullying.
- Engage staff in ongoing learning to consistently and immediately interrupt and address acts of racism and discrimination that they witness or have been made aware of, consistent with:
  - [The OCT Advisory on Anti-Black Racism](#) and [The OCT Professional Advisory on Addressing Hate and Discrimination](#)
  - [The Discriminatory and Harmful Language Protocol](#)
  - [The Way Forward – Human Rights, Action and Accountability Plan](#)
- Implement anti-oppression and anti-racism practices

- Adults model **emotional validation** with students regularly and make themselves available for supportive conversations
- Educate staff, students, and families on **Indigenous rights and human rights**, including:
  - The Ontario Human Rights Code
  - UNDRIP (United Nations Declaration on the Rights of Indigenous Peoples)
  - HDSB's Indigenous Education Policy
- Create and support **affinity spaces** (e.g., GSA, Black Student Advisory)
- Build **healthy, supportive relationships** (student–student and student–educator) and promote student voice and engagement opportunities (e.g., Well-Being Teams).
- Foster **inclusive learning environments** by:
  - Using anti-colonial and critically conscious approaches to curriculum
  - Reviewing teaching/learning materials for bias, accessibility, and representation
  - Integrating culturally responsive and relevant social-emotional learning (SEL)
- Support overall **student well-being** by:
  - Encouraging daily physical activity, physical education, and outdoor experiential education
  - valuing the strengths, talents and gifts that every student brings to a classroom
  - Helping students strengthen their mental health literacy
  - Strengthen **school-wide accountability and harm-repair** by identifying response protocols and ensuring adults are actively involved.
  - Teach students appropriate use of **reporting tools** and reinforce trusted pathways for reporting concerns to adults.
- Engage parents, caregivers, and families as partners in well-being and bullying prevention.
- Ensure adults know students as **whole people** by learning about their identities, cultures, traditions, strengths, and interests

### Intervention Actions We Will Take To Support Reaching The Goals:

- use ‘teachable moments’ within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- respond to any student behaviour that is likely to have a negative impact on school climate or learning environments
- staff build their competency in exploring and responding to microaggressions through applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- engaging in ongoing, meaningful learning about the rights of Indigenous People and the United Nations Declaration on the Rights of Indigenous People (UNDRIP)
- provide supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- work with school and board supports to identify and reduce barriers to student engagement and success
- adults reach out to students and their parents/caregivers when they are concerned about the student's physical social or emotional safety and well-being
- engage parents/caregivers in the [Circle of Support](#) by listening and valuing their expertise and knowledge of their child, sharing strategies and developing collaborative goals
- identify and connect students to culturally relevant school supports, inclusive clubs and safe spaces
- provide ongoing intervention and support to promote and sustain student well-being
- employ [HDSB Bullying Response Protocol](#)
- provide a variety of asset based, anti-oppressive supports and resources for students - from early prevention to more intensive interventions (in cases of persistent bullying)
- follow up after bullying incidents with students, parents, teachers, and other school staff as per HDSB Bullying Response Protocol
- participate in ongoing staff professional learning to build capacity and critical consciousness when addressing bullying
- understand the roles and responsibilities of principals, teachers and students

### Planning School Strategies: Instruction

Schools **select** a **manageable balance** of instructional strategies that are **developmentally appropriate** and focus on bullying prevention and intervention to be implemented by **all** staff.

**Prevention Strategies include:**

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

**Intervention Strategies include:**

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

## Planning School Strategies: Student Engagement and Learning

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

### Prevention Strategies include:

- co-creating definitions of the various forms of bullying
- identifying ways to prevent bullying in their class; in their grade; in their school
- learning and applying the five steps from the [Discriminatory and Harmful Language Protocol](#) and the [HDSB Bullying Response Protocol](#) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- everyone understanding and accepting their role and responsibilities as part of bullying prevention
- developing skills for healthy and respectful relationships
- engaging in awareness raising strategies (e.g., social-emotional learning, empathy, development of self regulation skills)
- learning through constructivist approaches (shared meaning and understanding)
- adhering to the [Responsible Use Procedures for Information and Communication Technology \(ICT\)](#) regarding the use of personal electronic devices in school/classrooms
- using mentor texts, social stories and scenarios that align with the [Selection of Instructional and Library Resources Administrative Procedure](#) and the [Bullying Prevention and Intervention Library Resource List](#)
- participating in accountable talk, including CPS
- engaging in inquiry-based, experiential learning opportunities
- participating in Bullying Awareness and Prevention Week activities
- working with student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code and the United Nations Declaration on the Rights of Indigenous People (UNDRIP)
- engaging in opportunities related to equity and inclusive education, bullying prevention, and leadership initiatives within the school
- other:

### Intervention Strategies include:

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

## Planning School Strategies: Professional Learning

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

### Prevention Strategies include:

- strengthening inclusive and culturally responsive and relevant teaching
- participate in professional learning to build capacity and critical consciousness when addressing bullying
- understanding and implementing a whole child approach to learning
- understanding learner profiles (e.g., academic, physical, social, emotional, cognitive, self/spirit) and how to differentiate instruction to meet individual student strengths and needs
- reviewing teaching and learning materials and activities regularly to identify and remove barriers to accessibility, negative bias, and discrimination
- developing the skills to intentionally interrupt racism, oppression, and discrimination
- Implementation of [identity affirming bullying prevention resources](#) that specifically address disproportionalities and support schools in their learning and understanding of ways to engage students in increasing their cultural awareness and inclusive climates
- implementing inclusive design to intentionally plan for ways to challenge existing barriers to student well-being: responding to student voice; designing instruction (CRRP); engaging parents, families, and communities; the environment as the third teacher; analyzing data; building leadership capacity
- creating affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory)
- engaging in ongoing learning to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#)
- engaging in ongoing, meaningful learning about [The Way Forward - Human Rights, Action and Accountability Plan](#)
- implementing culturally responsive and relevant practice to guide teaching practice (high expectations, critical consciousness ([Critically Conscious Guiding Questions](#)), and cultural competence)
- framing teaching and learning around the gradual release model/level of support, based on class and student profiles
- learning to engage families to bring an awareness of bullying prevention and intervention strategies and to recognize the signs of bullying behaviour

### Intervention Strategies include:

- understanding the Board's comprehensive strategy to address incidents of bullying including reporting protocols (staff and student), and appropriate and timely responses
- learning about a bias-free progressive discipline approach as well as mitigating and other factors that influence behaviour
- using proactive measures to intentionally create inclusive learning spaces for every student
- using 'teachable moments' within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- responding to any student behaviour that is likely to have a negative impact on school climate or learning environments

- Staff build their competency in exploring and responding to microaggressions through applying the steps from the Discriminatory and Harmful Language Protocol and the Bullying Response Protocol to interrupt different forms of bullying: stop and identify; explain; support; report; and, ensure accountability. h all stakeholders
- providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- ensuring that for students with special education needs, interventions, supports and consequences are consistent with the child's strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP)
- providing a variety of asset based, anti-oppressive supports and resources for students - from early prevention to more intensive interventions (in cases of persistent bullying)
- following up after bullying incidents with students, parents, teachers, and other school staff as appropriate
- participating in ongoing professional learning to build capacity and critical consciousness when addressing bullying
- understanding the roles and responsibilities of principals, teachers and students

### **Monitoring**

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

**October** – October PA Day: Well-Being and Equity Leads, along with the Principal, facilitated professional learning and created a Google Form Staff Survey to gather feedback from all staff on our Well-Being and Bullying Prevention and Intervention Plan.

**November** – Literacy Artifact Check-in during the November staff meeting to share progress on the common task and highlight examples of student learning across K-6 classrooms. Student Leadership Team took a lead role in planning and facilitating Bullying Prevention and Intervention Week activities. Q-Mack Presentation to engage, inspire and motivate students to be Upstanders and Leaders in our school community

**February** – Data sharing with the leadership team during release time with the Principal to engage educators in monitoring the plan; a Google Form was shared to gather feedback by division.

**March – June** - Follow-up Staff Survey on our Bullying Prevention and Intervention Plan will be conducted at the April staff meeting. Well-Being Leads met with the Principal to review collected responses, reflect on progress, and plan next steps to close out the school year.

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

Greatest successes for students has been elevating our Grade 5 and 6 Student Leadership Team by empowering them to take a lead role in planning our school assemblies, leading Harmful Language Protocol Education for all students in K-6. The reports of social conflict and harmful language as Teachers focused on HDLP, Bullying Prevention Protocol and Code of Conduct lessons. Our CYC also working with small groups in our junior grades has helped to improve social skills and problem solving in our students in grade 4-6. Office reports and school team referrals for anxiety and behaviour have also decreased in addition to conversations with students parents and staff.

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

Ongoing challenges were most evident in the junior and intermediate divisions (Grades 4–6), where social dynamics, peer relationships, and communication skills are still developing and can be more complex. Some students required continued support with self-regulation, problem-solving, and understanding the impact of their language and actions on others. Incidents of social conflict and harmful language were more likely to occur during unstructured times such as recess and transitions.

This can be improved next year by strengthening proactive instruction earlier in the school year, increasing adult presence and targeted supervision during unstructured times, and continuing small-group interventions supported by the CYC. Ongoing reinforcement of the Discriminatory and Harmful Language Protocol and the Bullying Response Protocol, paired with regular student check-ins, will further support consistency and clarity for students.

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

Next steps include continuing to identify and support students who require additional assistance with social communication, emotional regulation, and peer relationships, particularly students who have been involved in repeated social conflict, bullying incidents, or who have experienced harm. These students will benefit from regular check-ins with trusted adults, targeted small-group support with the CYC, and individualized strategies developed in collaboration with families.

Using asset-based, culturally responsive approaches will remain a priority to ensure students feel valued, supported, and connected. Strengthening collaboration between classroom educators, support staff, and families will continue to be essential in responding early to concerns and sustaining positive outcomes.

**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?**

Notable improvement in student’s building confidence to share their thinking and talk through any concerns they may have both in their classroom and outside at recess

Staff feeling more empowered in their programming connected to student mental health, well-being and equity work

Our Student Leadership Team has taken a lead role in educating our younger learners about Bullying Awareness and Prevention along with educating on specific work such as our HDSB Harmful and

Discriminatory Language Protocol

**What resources were used to support teacher and student learning?**

Trauma Informed Training for all staff

Life Promotion Training for all Staff

CPS Training for all staff with Joanna Doria

BMS training and consultations on an ongoing basis for staff

Ontario Curriculum - SEL learning goals and objectives

HDSB Harmful Language Protocol

HDSB Bullying Prevention Protocol

HDSB - The Way Forward Action and Accountability Plan

Consultations with our Human Rights and Equity Leads at the board

Consultations with our Indigenous Rights and Education Team on an ongoing basis

CYC consultations and learning - for all classrooms, students and staff on an ongoing basis

IPL, SERT and PSSP staff consultations and team approach

Ongoing staff learning in our CRRP work as a school at both Staff Meetings and PA Days

Updates and resources shared in the admin weekly update with staff and families

Admin Whole School Read-Alouds dedicated to support Mental Health, Equity and Well-being Topics with reflective questions for classes to engage further

Whole Staff Participation in the Lumina Leadership Series (February 13th PA Day) to deepen our understanding of ourselves as leaders which helps us to empower the leadership of all of our students

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

Professional learning focused on trauma-informed practices, life promotion, CPS, and culturally responsive and relevant pedagogy was considered most impactful. These learning opportunities supported staff in building confidence and consistency when addressing student well-being, social conflict, bullying, and harmful language. Learning connected to the Discriminatory and Harmful Language Protocol and whole-child approaches supported staff in responding thoughtfully, interrupting harm, and ensuring accountability while maintaining student dignity. Our Equity and Well-being leads attending PD along with admin was also very helpful in bringing the learning back to share at staff meetings and PA Days (e.g., Unwritten Chapters and Equity workshops attended last year)

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

Challenges included balancing the implementation of well-being initiatives alongside instructional priorities, as well as ensuring consistent application of protocols across all classrooms and learning spaces. Staff were at varying points in their learning related to equity, CRRP, and anti-oppressive practices, which required ongoing professional learning, collaboration, and reflection. Time constraints and the complexity of student needs also required flexibility and responsive planning throughout the year.

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

Next steps include continuing to strengthen proactive and preventative strategies while refining intervention responses. This includes providing earlier and more explicit instruction around bullying prevention, increasing opportunities for student voice and leadership, and continuing to empower students to take an active role in promoting a positive school climate. Greater emphasis will be placed on monitoring data more frequently to identify trends and respond in a timely manner. Ongoing professional learning will continue to support consistency, shared language, and effective implementation of protocols across the school.

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

Pardeep Nagra HREI advisor keynote to help set the stage in the Fall

Unlearn - staff, students and families

Ongoing staff learning via PA days and Staff Meetings days

Student Focus Groups to Provide ongoing Feedback from both our Primary and Junior Divisions

Staff Book Study in the Fall - could also engage parents in this (book selection to be done as a staff at September staff meeting)

## 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)