Halton District School Board

Bullying Prevention and Intervention Plan

(2026-2027)

This template has been designed for Halton District School Board schools to record their Bullying Prevention and Intervention Plans. The plan will be created by the Safe Schools Well-Being team and used throughout the school year to plan proactive and intervention strategies as well as monitor progress on an on-going basis. It is recommended that Well-Being teams meet regularly (e.g. monthly) to reflect on the status of the Plan and make changes as needed.

Sections to be Completed:

1. School Information and Data
2. Proactive Foundations
3. Proactive Bullying Prevention
4. Intervention Practices
5. Monitoring
6. Professional Learning
7. Resources

School:		
Well-Being Team Membership		
Administrator: Tanya Ferro (Principal), Brent Bielza (VP)	*Teacher(s) including the Well-Being Lead Educator and Human Rights and Equity Advocate* Megan Row (Mental Health & Well-Being Lead) Natalie D'Elia (Anti-Bullying Lead) Lisa Kelly and Gord Ferguson (SERT/Student Success/Student Senate leads) Indigenous Perspectives and Awareness (Lisa Kelly) Human Rights, Equity and Inclusion (Belinda Cottrell)	*Non-Teaching Staff Members* Rachel Alves (CYC) Gabriella D'Ambrosio (Social Worker)
Parent/Guardian(s) School Council Members	*Community Partner(s)* Public Health Community Partners	*Student(s)* Mental Health Matters Club Student Senate Junior Mental Health Team

Well-Being Goals and Measures

The goals and measures for the SIPSA Well-Being Plans can be determined at school level. (*Have Your Say Survey System Results, School Self Assessments and Administrator and Staff Feedback through Superintendent visits*)

SIPSA Goals

- By June 2027, 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 2027, 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 2027, 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

Reflecting on Data

The greatest areas of need for individual schools will be identified through reflecting on collected data *as outlined in the Halton District School Board's Bullying Prevention and Intervention Plan 2025-2027*.

Evidence Can Include:

- Have Your Say Survey data
- ongoing evidence gathered through classroom and school surveys
- collection and reflections of observations, conversations and products
- suspension data
- school based surveys/questionnaires, focus groups, student engagement feedback
- other

Source: CRW Have Your Say 2024-2025 **LINK**
437 Students Grades 4-8-96% participation

Greatest Area of Need:
Bullying:
34 percent of students strongly disagree or disagree that they are satisfied with the steps the school has taken to respond when bullying happens.
38 percent of students reported verbal bullying once or twice a month (25%), weekly (6%), or many times a week (7%)
36 percent of students reported social bullying once or twice a month (21%), weekly (8%), or many times a week (7%)

Safety:
42 percent of students strongly disagree or disagree that their educators or school staff members step in to help.
27 percent of students strongly disagree or disagree that their educators or school staff members responded with empathy and understanding.

School Climate:
Relationships: Student/Educator: 30 percent of students strongly disagree or disagree that the adults at CRW treat students fairly.
Relationships: Student/Student: 19 percent of students strongly disagree or disagree that students at their school respect what I have to say

Sense of Belonging:
28 percent of students strongly disagree or disagree that they have the opportunity to voice their opinions with adults in the school about issues affecting the school.
23 percent of students strongly disagree or disagree that they enjoy school

Proactive Foundations: Essential Preventative Actions

Educators uphold every student's right to learn in environments that are safe, inclusive, respectful and free from bullying, discrimination, harassment and racism. Educators recognize and uphold the distinct Rights of First Nations, Inuit and Métis students, while ensuring that all students experience learning environments where their identities, cultures, languages and lived experiences are respected. Caring adults strive for classroom conditions that are physically, emotionally, culturally and psychologically safe by building authentic relationships, modelling respectful interactions, emotionally validating students' experiences, and responding consistently and compassionately to reports or observations of bullying, discrimination and exclusion. Every disclosure is treated as a vital opportunity to strengthen trust by listening without judgment, affirming the student's experience, and upholding their right to be heard and protected from reprisal through timely, compassionate and appropriate action. Through daily interactions, educators explicitly teach, model and reinforce prosocial behaviours such as kindness, perspective-taking, respectful communication, conflict resolution and responsible bystander behaviour. Educators work proactively to identify and address individual, interpersonal and systemic barriers that contribute to bullying, discrimination and exclusion.

Recognize that bullying behaviour does not diminish a student's rights. While students who engage in bullying are held accountable for the harm they cause, they continue to be treated with dignity, fairness and respect. Schools have a responsibility to understand the factors contributing to the behaviour and to implement timely, appropriate and individualized interventions that promote accountability, strengthen relationships, address underlying needs and reduce the likelihood of future harm while upholding the human rights of every student and the distinct rights of First Nations, Inuit and Métis students.

All schools are required to include the following actions - for staff and students - in their **Well-Being and Bullying Prevention/Intervention Action Plans** in accordance with HDSB Policies and Procedures.

- Review the **HDSB Code of Conduct** with students at the start of the year, using lessons and resources to support understanding. *(*this strategy will intersect with Bullying Prevention and Intervention - PPM 144)*
- Students can label the various forms of bullying in an age-appropriate way, and identify common scenarios where these forms of bullying may take place.
- All students can demonstrate appropriate use of reporting tools and reinforce trusted pathways for reporting concerns to adults.
- Staff uphold the dignity and rights of every individual by employing non-blaming, non-judgmental communication. In practice, this means integrating emotional validation, maintaining unconditional positive regard and consistently using asset-based and person-first language.
- Foster inclusive learning environments by:
    - Facilitating critically conscious learning that develops students' ability to recognize, question, and challenge bias, stereotypes and discrimination.
    - Integrating learning experiences that develop empathy, self-awareness, responsible decision-making, relationship skills while upholding the Human Rights, Indigenous Rights and the dignity of others
- All classrooms will prioritize intentional, ongoing community building to ensure every student feels a sense of belonging, respected and as though their presence is valued.
- Connect with students who may experience barriers, discrimination, or exclusion, and, where appropriate and with consent, consult the Indigenous Rights and Education Department to support the Rights and educational success of First Nations, Inuit and Métis students.
- Opportunities are bolstered within schools for ongoing student engagement that meets students where they are, and creates supportive environments for students to engage in school and system collaboration (e.g. Student Well-Being Teams, affinity spaces, Black Student Advisory, GSA, etc.)
- 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*
- 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 Indigenous Rights and Education Policy
- Support overall student well-being by:
    - Recognize and integrate opportunities into the curriculum for students to demonstrate their unique strengths, talents and gifts that every student brings to the learning community
    - Bring consistency and predictability to the daily lives of students by implementing routines, procedures and classroom conditions that are brain-aligned and trauma-informed
    - Using evidence-based strategies to enhance mental health literacy and strategies to promote healthy behaviours
- Students are provided with intentional opportunities to practise helping others, repairing relationships when harm occurs, contributing to an inclusive classroom community and developing a shared sense of belonging, accountability and collective responsibility for the well-being of others.

Proactive Bullying Prevention

Bullying prevention is a collective responsibility embedded within the daily life, routines and learning environments that shape school culture. Safe, caring and inclusive spaces are intentionally nurtured by amplifying student voice, teaching social-emotional skills and ensuring every student experiences a deep sense of value and connection. The following reflection questions are intended to support school teams in our ongoing commitment to upholding Human Rights and Indigenous Rights, identities, well-being, kindness, connection and community and safe learning environments throughout the school year.

Reflection Questions:

- How are community-building routines and regular check-ins fostering trusting relationships, and what evidence do we have that they are helping address patterns of disproportionality identified in the HDSB and our school data?
- In what ways are students actively co-designing classroom agreements, norms, routines and expectations so that they have opportunities to build conflict resolution, authentic relationships and problem-solving skills?
- How are we explicitly teaching, recognizing and nurturing kindness, perspective taking and empathy in all of our classrooms and throughout the school community (such as active inclusion, respectful communication, helping others and conflict resolution)?
- Is mental-health literacy being consistently taught, modelled and expected in all classrooms (i.e., explicitly teaching social-emotional vocabulary, identification and management of emotions, and self-regulation techniques), and how do we know?

Some Examples Include:

- Staff will embed one inclusive community-building routine (morning meetings, circles, check-ins, partner activities) into daily practice.
- Staff will dedicate the first 10 minutes of the week to a collaborative, student-led review of classroom norms, allowing students to anonymously or publicly suggest adjustments.
- Staff will dedicate the final 5 minutes of each day to an intentional recognition routine (such as peer-to-peer shout-outs, kindness circles, or an appreciation board) where students identify, celebrate and uphold the shared values of empathy, active inclusion, and collaboration.
- Staff are explicitly teaching identity-affirming social-emotional vocabulary by co-creating and integrating mental-health classroom resources (e.g., visual representation, anchor charts, UDL strategies).
- All classes will create space in the week to integrate opportunities into the curriculum which foster connection, relationships, and having fun (between peers, classes, cohorts, etc.).

Action/Strategy Identified for Monitoring

- Staff will model Emotional Validation with students regularly and make themselves available for supportive conversations
- Staff will “Structure the Environment for Felt Safety” by having clear, welcoming arrival procedures, explicit opportunities to learn and practice peer relationship skills, predictable wind-down routines and ongoing intentional recognition of class values
- Inclusive community-building routines (such as morning meetings, community circles, daily check-ins, or collaborative partner activities) into their daily practice, utilizing these routines to ensure at least one intentional, positive interaction with every student daily while systematically identifying and prioritizing students who require additional connection and tier-two well-being support.
- Second Step class wides with CYC and promoting awareness of Social Worker to Intermediate students
- Facilitate intentional, structured activities that promote friendly competition, cooperation and interaction with peers (intramurals, skill-based clubs, quiet spaces during school events)
- Class-wide visits from admin at the start of each year to review the Code of Conduct and encourage student-to-student intervention, if/when bullying is witnessed
- Live Different Assembly and other guest speakers throughout the year (Scott Graham)

Intervention Practices

Responsive and intervention strategies dictate how school communities mobilize the moment bullying or identity-based harm is observed, reported or suspected. In alignment with PPM No. 144 and in order to uphold Human Rights and Indigenous Rights, responsive action cannot simply be punitive or focused on compliance. It requires centering the safety and well-being of the impacted student, timely and appropriate communication with families, consistent with privacy and confidentiality requirements, applying bias-free progressive discipline, and considering relevant systemic factors that allowed the harm to occur.

Crucially, these interventions cannot happen in isolation. To foster genuine reconciliation and a healthy school climate, support must be integrated across all three impacted parties. This requires extending responsive practices to students who witnessed the incident by bolstering whole-class mental health literacy and well-being strategies - such as identifying emotions, stress management, coping and brain-aligned regulation – while explicitly reviewing clear pathways to school-based and community mental health supports through whole-class instruction.

In alignment with the HDSB Bullying Response Protocol and Ministry legislative requirements, all schools must implement and monitor the following core intervention and prevention practices after a bullying incident has occurred. Interventions cannot happen in isolation. To foster genuine reconciliation and a healthy school climate, support must be integrated with all three impacted parties.

- Respond to any student behaviour that is likely to have a negative impact on school climate or learning environments by following the steps of the HDSB Bullying Response Protocol.
- Provide responsive regular check-ins and ongoing support for students who have been harmed, students who engaged in bullying and students who witnessed the incidents, following the requirements of the HDSB Bullying Response Protocol.
    - *Examples Include:*
        - Bolster whole class mental health literacy and well-being strategies such as identifying emotions, stress management and coping, and brain-aligned regulation strategies
        - Review pathways to mental health support (such as accessing school-based support sessions or how to connect with community support) with whole class instruction.
- Identify the underlying microaggressions, lived experiences or behavioural drivers as contributing factors rather than simply punishing the surface action.

Reflection Questions:

- What actionable steps are we taking to help students and staff accurately identify bullying and discrimination, rather than minimizing these incidents as "just conflict"?
- How are we actively partnering with students to co-create plans that ensure they feel safe in the school community?
- How are we empowering and equipping students to safely intervene or speak up when they witness harm?
- Which specific social emotional skills (e.g., co-regulation, conflict resolution) need to be developed, and how can we embed this learning into whole-class instruction?
- How are we structuring the classroom environment to facilitate prosocial reentry and sustain long-term support?

School Goal Examples:	**Action/Strategy Identified for Monitoring**
• Following incidents of conflict or bullying, designated school staff will facilitate a structured conversation within three to five school days to address harm, support the student and monitor the effectiveness of the student safety plan. • Every classroom teacher will explicitly integrate evidence-informed mental health and well-being strategies (such as co-regulation routines, emotional literacy or adaptive coping strategies) into their daily practice, ensuring all students can identify and utilize at least two proactive self-regulation tools. • Every educator will embed at least one structured, inclusive community-building routine (such as morning meetings, community circles, daily check-ins, or collaborative partner activities) into their daily practice, utilizing these routines to ensure at least one intentional, positive interaction with every student daily while systematically identifying and prioritizing students who require additional connection and tier-two well-being support. • To prevent ongoing exclusion, students will receive a collaborative, student-responsive re-entry plan that explicitly connects them to at least one prosocial school opportunity (e.g., leadership roles, clubs, or structured mentorship) to rebuild a sense of belonging.	Using ‘teachable moments” within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying When patterns emerge, engage students in age-and-stage-appropriate collaborative problem solving meetings (including documentation of the meeting by the teacher) and follow up with informal check-ins, further conversations as needed Engage students in the progressive discipline process (including bullies, victims, bystanders and parents), with a focus on the impact of harm done and possible next steps if inappropriate

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 experienced harm, students who engaged in bullying, or students who witnessed the incident.

Reflection Questions:

- What will be monitored (strategy), by whom, and how (action)?
- What were the greatest successes with students? What grade level(s) experienced the most success? How do you know?
- What challenges were encountered? What grade level(s) experienced the most challenges? Why? How could this be improved next year?
- What are the next steps? Which students need more support? How can they best be supported?

Evidence Can Include:

- Have Your Say Survey data
- ongoing evidence gathered through classroom and school surveys
- collection and reflections of observations, conversations and products
- suspension data
- school based surveys/questionnaires, focus groups, student engagement feedback
- other

**Schools to update this section throughout the school year.*

Strategy	Action	Ongoing Monitoring/Notes Copy: Not Started
Staff will model Emotional Validation with students regularly and make themselves available for supportive conversations Staff will "Structure the Environment for Felt Safety" by having clear, welcoming arrival procedures, explicit opportunities to learn and practice peer relationship skills, predictable wind-down routines and ongoing intentional recognition of class values Inclusive community-building routines (such as morning meetings, community circles, daily check-ins, or collaborative partner activities) into their daily practice, utilizing these routines to ensure at least one intentional, positive interaction with every student daily	Classroom teachers monitor classroom community, well-being of individual students through conversations, observations, reflections Collecting ongoing anecdotal feedback (e.g., "on a scale of _____ how do you feel?"	

while systematically identifying and prioritizing students who require additional connection and tier-two well-being support.		
Second Step class wides with CYC and promoting awareness of Social Worker to Intermediate students	**JA to follow up with RA re: an appropriate method of feedback	
Facilitate intentional, structured activities that promote friendly competition, cooperation and interaction with peers (intramurals, skill-based clubs, quiet spaces during school events)	Observations	
Class-wide visits from admin at the start of each year to review the Code of Conduct and encourage student-to-student intervention, if/when bullying is witnessed Live Different Assembly and other guest speakers throughout the year (Scott Graham)	Conversations Quantify impact of leadership/character-building assemblies using Google surveys	

Monitoring Check-Ins

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.

Reflection Questions:

- 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 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?

(example) **Check in #1 Notes**

(example) **Check in #2 Notes**

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 select the activities and learning they will engage in during this learning period.***

Reflection Questions:

- Are ***all staff*** familiar with and comfortable executing the Bullying Response Protocol and the Discriminatory and Harmful Language Protocol?
- Can educators consistently and appropriately address bullying, discrimination, harassment, racism, and exclusion, recognizing that these behaviours may target students based on protected grounds or intersecting identities?
- Do all adults in the building share a common, strengths-based vocabulary surrounding social-emotional intelligence to collaboratively discuss student needs without relying on deficit-based or stigmatizing language?
- How are we continuously building staff capacity to engage in trauma-informed, culturally responsive relationship-building, especially with students who are traditionally marginalized or frequently disciplined?

Options Include:	**Examples Include:**
Emotional Validation Trauma Informed Practices Learning Modules - Delivered by CYC-P Mental Health Literacy for HDSB Staff - Delivered by Lead Educator Bullying Response Protocol - Staff Meeting PD Bullying Prevention and Intervention Professional Learning Session (2025)	• Ongoing reinforcement and encouragement of Emotional Validation • Bullying Response Protocol - Staff Meeting PD

Resources

- Halton District School Board's Bullying Prevention and Intervention Plan 2025-2027
- HDSB Administrative Procedure - Bullying Prevention and Intervention
- HDSB Administrative Procedure - Positive School Climate
- HDSB Discriminatory and Harmful Language Protocol
- HDSB Bullying Response Protocol
- OCT Professional Advisory Addressing Hate and Discrimination
- PPM 144 - Bullying prevention and intervention
- Ministry of Education - Bullying Prevention and Intervention
- Ministry of Education - Positive school environments for student success
- Ministry of Education - Supporting Bias-Free Progressive Discipline in Schools
- Truth and Reconciliation Commission: Calls to Action
- Ministry of Ontario - Anti-Black Racism Strategy
- PrevNet