

Start Here

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](#)
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School Information and Data

School: Gladys Speers PS		
Well-Being Team Membership		
<i>Administrator</i> Mr. G. Donaldson	<i>Teacher(s) including the Well-Being Lead Educator and Human Rights and Equity Advocate</i> Mrs. D’Addario, Mrs. Koz, Mrs. Muir, Mrs. Walker, Mrs. Bold, Mrs. Pepin	<i>Non-Teaching Staff Members</i>
<i>Parent/Guardian(s)</i>	<i>Community Partner(s)</i>	<i>Student(s)</i>

Well-Being Goals and Measures	
The goals and measures for the SIPSA Well-Being Plans can be determined at school level. <i>(Have Your Say Survey System Results, School Self Assessments and Administrator and Staff Feedback through Superintendent visits)</i>	
Our staff and students will embed Kindness, Connection and Community into all areas of the school, and will use the Have Your Say Data from 2026-27 to measure the impact in the following ways: SIPSA Goals - By June 2027, there will be a 10% increase in the number of students who respond positively have access to mental health supports at school (e.g., Social Worker, Peers, Principal, Other Staff at school, parents, etc.) and 85% of students are aware of what mental health resources and supports are available to them, as evidenced on the Have Your Say 2027 Survey. - By June 2027, 80% of parents/families will respond positively on the Have Your Say 2027 Parent Survey regarding how often students learn about the experiences and/or achievements of diverse individuals within the classroom (e.g., diverse religious or faith communities, people with disabilities, people with mental health challenges, people with different amounts of money, etc). Measures <i>Board</i> - Have Your Say Survey System Results - School Self Assessments - Administrator and Staff Feedback through Superintendent visits <i>Schools</i> - 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 - Have Your Say School Results	

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

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

In the 2025-26 School Year:

- *0 Suspensions at the school*
- *Less than 10 office referrals in the school year*
- *Anecdotally, student relationship issues were solved at the classroom level*
- *Positive use of the harmful language protocol*

In the 2024-25 School Year:

- *Have your Say results indicate that students feel comfortable or very comfortable talking to the following groups about issues at school:*
 - *44% - Principal*
 - *70% - Child & Youth Counsellor*
 - *90% - Peers*
 - *66% - Other adults at School*
 - *93% - Parents*
- *Have Your Say (Parents) results indicate that students learn about experiences and/or achievements of the following groups of people, either sometimes or often:*
 - *100% - Women or Girls*
 - *100% - Indigenous Communities*
 - *100% - Diverse ethnic, cultural or racial groups*
 - *80% - Diverse religious or faith communities*
 - *60% - People with disabilities*
 - *50% - People with mental health concerns/challenges*
 - *50% - People with different amounts of money*

Proactive Foundations

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

Proactive Bullying Prevention

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 and building relationships (between peers, classes, cohorts, etc.).

Action/Strategy Identified for Monitoring

- All homeroom classes will review and implement the Code of Conduct lessons pertinent to their grade/division prior to the end of October
- All staff members will have an “emotional validation” card on their lanyard and refer to it when discussing conflict and emotions with students in all grade levels ensuring there is common language throughout the building
- Staff members will direct students to alternate calming corners within the classrooms and to utilize the movement sensory path and tiles located within the hallways
- Primary students have access to stationary bikes to help regulate emotions
- Staff members will model co-regulation with students to understand the “why” behind the behaviours
- Students will continue to have access to various clubs/teams in order to strengthen relationships and solidify their place/space within the community
- Staff will use the first 5 minutes of class to check in with students to determine emotional baselines

Kindness:

- Modelling kindness and having secret missions for each classroom - where classes are challenged to show kindness in some way (e.g., holding doors open) and if someone notices they get a shout out on the announcements?
- Using short stories and picture book lessons to model kindness strategies and interventions within individual classroom (<https://www.doinggoodtogether.org/bhf-book-lists/creative-picture-books-to-inspire-everyday-acts-of-kindness>)
- Be the “I” in Kind wall - photo ops - by taking their photo they are pledging to being kind within our school and community

Connection:

- Create posters of staff to connect students with staff
- Incorporate many clubs, teams, and extracurriculars to connect students to each other and the school, outside of the classroom
- Create spaces in the library to be a HUB of activity, both literacy and STEM

	• Staff will purposefully connect with students they are less connected to, to further develop relationships Community: • Recognize the work that students are doing within the community at school • Continue to engage our larger school community - (e.g., hot chocolate day, Costume Parade, assemblies, health/wellness nights, open houses, Family skates, Family Portrait Night, etc) • Encourage community use of outdoor spaces (e.g., volleyball nets and blacktop games and chess tables)
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Intervention Practices

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:

- 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

Action/Strategy Identified for Monitoring

- Every staff member will implement proactive community circles to discuss conflict, strategies, and supports that are classroom specific
- Staff will reach out and provide opportunities for leadership and pro-social opportunities (e.g., kindie helper, recyclers) to give students ownership and stewardship within the school community
- Staff will utilize the newly purchased literacy resources that reflect the voices included and excluded from classrooms in order to foster a more global understanding of various perspectives outside of the school community
- Staff will liaise with the SERT team and CYC to provide tiered intervention/instruction in order to strengthen lagging skills and allow opportunities to practice newly acquired strategies
- Direct entry will continue for both primary and junior students to reduce the number of conflicts during transition times

KINDNESS

Like our 2 school rules - be safe, be respectful, how can we incorporate kindness, community and connection within our school
Modelling kindness and having secret missions for each classroom - where classes are challenged to show kindness in some way (e.g., holding doors open) and if someone notices they get a shout out on the announcements?
Using short stories and picture book lessons to model kindness strategies and interventions within individual classroom
Be the “I” in Kind wall - photo ops - by taking their photo they are pledging to being kind within our school and community

one prosocial school opportunity (e.g., leadership roles, clubs, or structured mentorship) to rebuild a sense of belonging.



COMMUNITY

- Recognizing the work that students are doing within the community within the school
- continuing to engage our larger school community - e.g., hot chocolate day, assemblies, health/wellness nights, open houses, public skates
- community using volleyball nets and blacktop games and chess tables
- GSPS as a school community

CONNECTIONS

- staff posters/photo wall to create connections within the building
- reimagining the library as a hub, balancing between a maker space and a safe space for learning and reading
- in conjunction with days like a YOGA night for families, we can provide or highlight community mental health supports
- Connect parents and students to the community through the following days:
 - open house BBQ
 - costume parade
 - family skating day
 - family movie nights
 - PRO Grant evenings
 - Dance-a-thon
 - Spring Fair
 - Parent Volunteering

Monitoring

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 ▾
Have Your Say Data	Review data in the Spring of 2027 to check against goal setting benchmarks	Implemented in Spring 2027
Staff Meeting and PA Day Professional Development	Staff sharing and expert learning on mental health strategies, bullying prevention, and connecting to school	Ongoing throughout the year on Staff Meetings and PA Days
Bullying Prevention Week	Focus on Bullying prevention strategies in the third week of November as part of bullying prevention week both at the classroom level and with a guest speaker for the whole school	Follow up done at the classroom level after the assembly

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**

Professional Learning

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:

[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 \(2025\)](#)

Examples Include:

- *Strengthen staff capacity to create inclusive learning environments by...*
- *Admin will facilitate PD session on immediate verbal interruption scripts using the HDSB Bullying Response and Discriminatory Language Protocols in October 2026 PD*
- *After attending training, the school-based SWB Lead Educator will offer 3 Learning Lounge opportunities on building Mental Health Literacy for HDSB Staff*

Resources

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](#)