

Well-Being and Bullying Prevention/Intervention Action Plan

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Well-Being Team Membership		
Principal and/or Vice Principal Kelly Freitas Principal Donna Thompson Vice Principal	Teacher(s) including the Human Rights and Equity advocate(s) Natalie D’Elia Jen Bernard Lisa Kelly Megan Row Katy Nott Laura Paron Kelly Taylor	Non-Teaching Staff Members’ Rachel Alves CYC
Parent(s) Amy Ramsay Nav Grohal	Community Partner(s) Public Health Nurse Shaeena Noormohamed, RN, BScN, MPH	Student(s) Student Senators
Well-Being Contact Person (must be a staff member) Megan Row		Contact Email Address rowm@hdsb.ca
Human Rights and Equity advocate(s) Katy Nott/Lisa Kelly		Email Address(es) nottk@hdsb.ca/kellyl@hdsb.ca

Reflecting on Data

The greatest areas of need for individual schools will be identified through reflecting on ‘Have Your Say’ data in the categories: **Bullying, Safety,** and **School Climate and Sense of Belonging** as outlined in the [Halton District School Board's Bullying Prevention and Intervention Plan 2022-2024](#)

CRW Have Your Say Data: 2021-2022
*School Climate/Sense of Belonging data from Have Your Say: 290 respondents in Grade 4-8 representing 66% of that population, the Board participation rate was 74%
*Bullying and Safety data from Have Your Say: 257 respondents in Grades 4-8 representing 58% of the population, the Board participation rate was 63%

Bullying	Safety
Bullying experiences at CRW: 17% of CRW students experience Physical bullying once/month to 5 times/ per week (44/257) 37% of CRW students experience Verbal bullying once/month to 5 times/ per week (95/257) 31% of CRW students experience Social bullying once/month to 5 times/ per week, (80/257) and 22% (57/257) of students who responded to HYS feel socially excluded more than once a week	Feeling Safe at School: 12% of students at CRW disagree or strongly disagree that they feel safe at school (31/257) 11% neither agree or disagree (28/257) Mental Health support at school: 12% of students at CRW disagree or strongly disagree that all areas of their mental health are begin supported at school (cognitive, social, physical, spiritual well-being) (31/257) 13% neither agree or disagree (33/257) Talking about Mental Health and Well-being:

12% of CRW students experience Sexual bullying once/month to 5 times/ per week (31/257) Satisfaction with School Actions taken to prevent bullying: 18% of CRW students are very unsatisfied or unsatisfied with the steps the school has taken (46/257), 13% of CRW students did not know if they are satisfied with the steps we take to prevent and address bullying are enough (33/257)	12% of students at CRW disagree or strongly disagree that they are encouraged to talk about topics regarding their mental health and well-being (31/257) 12% neither agree or disagree (31/257)
School Climate	Sense of Belonging
5 % of CRW students disagree that our school is a friendly welcoming place (15/290)	15% of CRW students do not feel that they belong at CRW (44/290) 20% sometimes, 5% rarely and 5% never feel accepted by students at CRW (58/290) 14% sometimes 5% rarely feel accepted by adults at CRW (41/290) 17% sometimes, 3% rarely, 2% never feel happy at school (49/290)

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 2024, there will be a 5% **decrease** in the *percentage of students who experience bullying*, while addressing disproportionalities* for Indigenous and Black students, gender diverse students, sexually diverse students and students with IEPs.
- By June 2024, there will be a 5% **increase** in the *percentage of students feeling safe at school*, while addressing disproportionalities* for Indigenous and Black, gender diverse students, sexually diverse students and students with IEPs.
- By June 2024, there will be a 5% **increase** in the *percentage of students experiencing a positive school climate and sense of belonging*, while addressing disproportionalities* for Indigenous and Black students), gender diverse students, sexually diverse students and students with IEPs.

Theory of Action

If educators use the HDBS Have Your Say Data and school specific data collected through student surveys, observations, conversations and products, to identify what students are experiencing at school to determine specific lessons and interventions that address school specific needs, including explicit teaching of the 7 forms of bullying, The Harmful and Discriminatory Language Protocol and the Code of Conduct and we provide opportunities for authentic recognition and celebration of the cultural diversity in our school in a way that acknowledges student voice then students will have the tools we will see a decrease in the percentage of students who do not feel safe at school, experience bullying or feel that they belong.

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

Measures

Board

- Have Your Say Survey System Results 2024
- School Self Assessments
- Administrator and Staff Feedback through Superintendent visits

Schools

- ongoing evidence gathered through classrooms, student focus groups, school surveys
- collection and reflections of observations, conversations and products
- suspension data/safe school incident reporting
- the end of each school year to monitor progress of the Well-Being and Bullying Prevention/Intervention Action Plan and its impact to reduce the [seven forms of bullying](#) * to be rolled out as part of the revised *Bullying Prevention and Intervention Plan (January 2023)*
- School Self Assessment

School Actions: Reaching the Goals

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

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

Preventative Actions We Will Take To Support Reaching The Goals

- review the HDSB [Code of Conduct](#)
- introduce the [seven forms of bullying](#) * *to be rolled out as part of the revised Bullying Prevention and Intervention Plan (January 2023)*
- learn about a bias-free progressive discipline approach as well as mitigating and other factors that influence behaviour
- teach prevention and intervention strategies for the [seven forms of bullying](#) * *to be rolled out as part of the revised Bullying Prevention and Intervention Plan (January 2023)*
- the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) are reflected in all intervention strategies and adults **must** be involved; and, identify ways that this information will be communicated and shared with all stakeholders
- engage staff in ongoing learning to consistently and immediately interrupt and address acts of anti-Black racism that they witness or have been made aware of, consistent with the [OCT Advisory](#)
- work with student groups and other partners to create school-based anti-racism education campaigns to educate all stakeholders on the Human Rights Code
- engage staff in ongoing, meaningful learning about [The Way Forward - Human Rights, Action and Accountability Plan](#)
- create affinity (safe and inclusive spaces) within the school (i.e., GSA, Black Student Advisory, IREN)
- identify the school's response protocol to repair harm and ensure accountability-restorative practices
- build healthy relationships - student/student relationships; student/teacher relationships
- build supportive learning environments
- engage parents and families
- promote and provide student leadership opportunities
- educators incorporate and regularly review teaching/learning materials (e.g., well-being activities), using the [Critically Conscious Guiding Questions](#) to identify and remove barriers to accessibility, negative bias and discrimination.
- Implement [Culturally Responsive and Relevant Social Emotional Learning \(SEL\)](#) in the classroom
- students have opportunities to connect with nature and the outdoors in order to increase awareness of self and nature
- adults know their students as a whole person, not just as a student by learning more about each students' identity, culture, beliefs, traditions and values
- teach the appropriate use of the online reporting tools and the ways for reporting to an entrusted adult-through curriculum

Intervention Actions We Will Take To Support Reaching The Goals:

- use 'teachable moments' within a progressive discipline approach to address inappropriate behaviour and understand that adult intervention is necessary to interrupt bullying
- respond to any student behaviour that is likely to have a negative impact on school climate or learning environments
- staff build their competency in exploring and responding to microaggressions through applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- provide supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- adults reach out to students and their parents/caregivers when they are concerned about the student's physical social or emotional safety and well-being
- adults advise students regularly that they are here to support them and make themselves available for supportive conversations
- engage parents/caregivers in the [Circle of Support](#) by listening and valuing their expertise and knowledge of their child, sharing strategies and developing collaborative goals
- identify and connect students to culturally relevant school supports, inclusive clubs and safe spaces
- provide ongoing intervention and support to promote and sustain positive student behaviour
- employ the school's response protocol to repair harm and ensure accountability
- provide a variety of asset based, anti-oppressive supports and resources for students - from early prevention to more intensive interventions (in cases of persistent bullying)
- follow up after bullying incidents with students, parents, teachers, and other school staff as appropriate
- participate in ongoing professional learning to build capacity and critical consciousness when addressing bullying

- understand the roles and responsibilities of principals, teachers and students

Planning School Strategies: Instruction

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

Instructional Prevention Strategies include:

- ☒ co-creating developmentally appropriate definitions of the [seven forms of bullying](#) * to be rolled out as part of the revised Bullying Prevention and Intervention Plan (January 2023)-start/continue
- ☒ explicitly teaching the five steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- ☒ responding to student identity, voice, and choice
- ☒ knowing and planning for students’ strengths, areas for growth and interests
- ☒ using an [Inclusive Design](#) approach to planning
- ☒ implementing and monitoring strategies for supportive learning environments and mental health literacy ([Well-Being Expected Practices](#))

Instructional Intervention Strategies include:

- ☒ coaching students how to effectively and intentionally interrupt bullying
- ☒ providing opportunities for regular check-ins with students who have been bullied, engaged in bullying or witnessed incidents of bullying
- ☒ ensuring every student can identify one caring adult in their school community
- ☒ applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- ☒ adults reaching out to students and their parents/caregivers when they are concerned about the student’s physical social or emotional safety and well-being

Planning School Strategies: Student Engagement and Learning

Select a manageable balance of developmentally appropriate strategies that will engage students in to learn about bullying prevention and intervention. All staff opportunities

Prevention Strategies include:

- ☒ co-creating definitions of the [seven forms of bullying](#) * to be rolled out as part of the revised Bullying Prevention and Intervention Plan (January 2023)
- ☒ learning and applying the five steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (release January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- ☒ understanding and accepting their role and responsibilities as part of bullying prevention
- ☒ engaging in awareness raising strategies (e.g., social-emotional learning, empathy, development of self regulation skills)
- ☒ 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 Bullying Awareness and Prevention Week activities
- ☒ participating in opportunities related to equity and inclusive education, bullying prevention, and leadership initiatives within the school

Intervention Strategies include:

- ☒ explicitly apply the five steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; and ensure accountability
- ☒ effectively interrupt bullying and report real or perceived bullying incidents to an adult or school staff member
- ☒ report activities motivated by bias, prejudice or hate to an adult or school staff member as indicated in the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (January 2023)
- ☐ other:

Planning School Strategies: Professional Learning

A year-long professional learning plan must be developed to ensure staff have the required knowledge and skills to lead the learning with students. Identify topics that will be part of the professional learning plan.

Prevention

- ☒ strengthening inclusive and culturally responsive and relevant teaching
- ☒ 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
- ☒ 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

Intervention

- ☒ responding to any student behaviour that is likely to have a negative impact on school climate or learning environments
- ☒ applying the steps from the [Discriminatory and Harmful Language Protocol](#) and the Bullying Prevention and Intervention Protocol (January 2023) to interrupt different forms of bullying: stop and identify; explain; support; report; ensure accountability; and, identifying ways that this information will be communicated and shared with all stakeholders
- ☒ providing supports for students who have been bullied, engaged in bullying or witnessed incidents of bullying
- ☒ ensuring that for students with special education needs, interventions, supports and consequences are consistent with the child’s strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP)
- ☒ promoting and sustaining positive student behaviour
- ☒ following up after bullying incidents with students, parents, teachers, and other school staff as appropriate

Professional Learning will occur through:

- ☒ staff meetings
- ☒ professional learning days
- ☒ system professional learning opportunities

☐	school based release time
☒	self - directed Annual Learning Plans
☐	other:

Monitoring Students Schools will identify ways to monitor student well-being throughout the year by considering what will be monitored, by whom, as well as when and how it will be monitored to ensure this important work takes place. Schools must consider and plan for: conversations (e.g., with students, staff, and parents); observations (e.g., walk-throughs); and, products (e.g., intervention plans, notes). Creating intervention cycles to monitor student well-being also supports the identification of students most at risk and provides the opportunity to create intervention plans for these students who may be the bully, the victim, or a witness.
What types of evidence were collected from conversations, observations and products? -staff and students are using the harmful language protocol frequently, common language is evident throughout the community -data from the “Get Real” movement’s reflection cards indicate that our students are experiencing many stressors both inside and outside of the school environment. We are currently colating this data to so that we can share with our student focus groups and the well-being team and determine our strategies and next steps for fall 2023 Monitoring: -We will make use of our yearly Have Your Say student survey to see what areas we need to further support/intervene -We have created a school specific student attitudinal survey that we are going to use to help us identify direction and next steps -Review of reflection cards from the Get Real presentation to see how to support students moving forward (grades five to eight) -We will form student focus groups to seek their advice and guidance as to how to best support students mental health and well-being -We will create an educator survey to gather classroom and grade specific information
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?

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?

Here are the actions that we have completed this year to date:

What resources were used to support teacher and student learning?

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

- [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)

