

SCHOOL: Holy Trinity CSS
BULLYING PREVENTION AND INTERVENTION PLAN

Date: November 2025

Evidence Analysis, Assessment and Evaluation:

- School Climate Survey (Data regarding Bullying/Exclusion/Harassment)
- OSSLT questionnaire
- EQAO Math questionnaire

2025 Results:

School Climate Survey

- **Data pulled from: Community, Safety, Health & Well-being sections**
 - How safe do you feel in your school:
 - 4% Not at all safe
 - 14% A little safe
 - 49% Quite safe
 - 33% Very safe
 - 7% Stayed away from school to avoid being bullied
 - 63% Do not think bullying is a common problem
 - 60% Would feel safe reporting bullying problems to school staff
 - 52% Are aware of bullying prevention programs/activities in their school
 - When does bullying most often:
 - Before school 10%
 - During breaks 67%
 - After school 70%
 - During class 22%
 - 87% Teacher-student Relationship Scale (positive)
 - 93% Peer to peer Relationship Scale (positive)
 - 81% Inclusion Scale (positive)
 - 56% Have positive self-esteem
 - 63% Emotional Well-being Scale (positive)
 - 73% Have a teacher or other adult from school who can be counted on to help, no matter what
 - 53% are aware of supports/programs to help students with positive mental health & well-being
 - 35% feel unwelcome at school at times (= 342 students)

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OSSLT Data (gr. 10):

I feel connected to other students:

- 76.8% Strongly/Somewhat Agree
- 7.6% Strongly/Somewhat Disagree
- 14.2% Neither Agree or Disagree

I feel I belong when I am at school:

- 69.7% Strongly/Somewhat Agree
- 7.4% Strongly/Somewhat Disagree
- 21.6% Neither Agree or Disagree

I feel connected to the teachers at my school:

- 61.8% Strongly/Somewhat Agree
- 11.1% Strongly/Somewhat Disagree
- 25.9% Neither Agree or Disagree

Every student has the same chance to do well in my school:

- 68.9% Strongly/Somewhat Agree
- 13.2% Strongly/Somewhat Disagree
- 16.1% Neither Agree or Disagree

The words used in my classes make every student feel included:

- 74.1% Strongly/Somewhat Agree
- 5.2% Strongly/Somewhat Disagree
- 18.5% Neither Agree or Disagree

Different cultures are included in the materials used in my classes:

- 72.8% Strongly/Somewhat Agree
- 8.7% Strongly/Somewhat Disagree
- 16.1% Neither Agree or Disagree

EQAO Math Data (gr. 9):

I feel connected to other students:

- 71.8% Strongly/Somewhat Agree
- 10.4% Strongly/Somewhat Disagree
- 17.4% Neither Agree or Disagree

I feel I belong when I am at school:

- 61.5% Strongly/Somewhat Agree
- 13.7% Strongly/Somewhat Disagree
- 24.3% Neither Agree or Disagree

I feel connected to the teachers at my school:

- 58.3% Strongly/Somewhat Agree
- 13.2% Strongly/Somewhat Disagree
- 28% Neither Agree or Disagree

Every student has the same chance to do well in my school:

- 69.9% Strongly/Somewhat Agree
- 12.9% Strongly/Somewhat Disagree
- 16.7% Neither Agree or Disagree

****As a result of reviewing the data above, 2 areas of concern became evident:**

1. Students' feelings of connection to the school and adults within the school.
2. Students' lack of knowledge/awareness of resources, etc. to go for help.

Theory of Action:

- Through increasing student engagement in school co-curricular activities (sports, clubs, community service), there will be an increase in students feeling safe attending school.
- Increased access to information, embedded school-based support and facilitation of the available community support will lead to a decrease in students indicating feelings of loneliness or lack of connection.

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Education, Awareness and Outreach

- Holy Trinity CSS staff and students will work collectively to create a positive school climate based on our Focus on Faith themes and our Gospel values. This will be accomplished by ensuring members of the community are aware of the factors that contribute to a safe, inclusive, caring and accepting school climate. Throughout the year, teachable moments in class and implementation of Focus on Faith themes in all classes, staff will work to:
 - ensure students are aware of how they can help prevent and address bullying.
 - promote healthy relationships using a variety of strategies in classes and in extracurricular clubs and teams.
- School will work with parents through the Catholic School Council by sharing the Bullying Prevention Plan and to encourage/engage parents in conversations about bullying prevention and how to promote a positive school climate.
- School will work with community partners, such as the Halton Public Health, and access their resources as support for creating a safe school community.

Policy and Procedures

- The School Administration at Holy Trinity CSS will continue to inform staff, students and the parent community of policies, procedures and guidelines related to Bullying Prevention, Safe Schools, Equity and Inclusion. This will be done through parent information sessions/Catholic School Council, staff professional development and staff meetings and grade level assemblies with students to review code of conduct and expected behaviours. In addition, the Holy Trinity student Code of Conduct is posted on the school website.
- Teachers will be reminded of the need to respond to inappropriate student behaviour in a positive but clear manner and to report to the office any behaviours that may lead to suspensions. Also, they will be encouraged to review with students on a regular basis and through 'teachable moments' expectations of student behaviour and our call to treat everyone with 'dignity, equity and respect'.

Prevention

Holy Trinity CSS staff, in partnership with staff and parents, will continue to focus on:

- relationship building and community building programs and activities that promote a positive school climate, including Social Justice – SHIELD, Development and Peace, Best Buddies, Equity & Change, BSU, UASA, GSA, LASA, Athletic teams, SAC, Religion Program, Focus on Faith themes infused in all curriculum areas.
- awareness raising strategies for students (e.g. social emotional learning, empathy, developing self-regulation skills), as supported by school administration, classroom teachers, SW, CYC and other support staff.
- awareness raising strategies to engage community partners and parents in early and ongoing dialogue. This will include School Council events (PRO Grant Speakers) and parent communications (Website, Synremail, School Council, etc).
- ways to link curriculum and daily learning and ways to support and encourage role modeling by caring adults and student leaders within the school community.
- In addition, we will provide opportunities for regular check-ins with students at risk or affected by bullying (Guidance, SW, CYC, school admin)
- establish and maintain respectful and caring classrooms.

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Intervention and Support Strategies

At Holy Trinity CSS, all staff will:

- use teachable moments within a progressive discipline approach to address inappropriate behaviour; consider mitigating and other factors.
- have in place processes and strategies to identify and respond to bullying when it happens.
- identify strategies for supporting all students involved in bullying. This will be done by school administration in consultation with teachers, support workers, the SW and the CYC and will be unique to each situation.
- communicate the progressive discipline approach to the school community and the procedures in place to support the student.

Monitoring and Review:

- Social Work and CYC
- Chaplaincy Leader
- SAP goals
- School Climate Survey
- Grade 12 exit survey
- OSSLT questionnaire
- EQAO Math questionnaire
- Safe School Team/Titan's Table
 - Student Voice
- Student Senate
- Education and Career Life (ECL) Planning