



EMANUEL SCHOOL

Safe and Supportive Environment Policy & Procedures 7-12

Version 2024.01

Version History

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SAFE AND SUPPORTIVE ENVIRONMENT POLICY

1. Philosophy Of Student Management

At Emanuel School, we aim to create a school experience that fosters respect and healthy relationships, enabling students to flourish. In keeping with the School’s Jewish ethos, Positive Psychology and Wellbeing models, we aim to nurture positive emotion, engagement, positive relationships, meaning and accomplishment within each child’s schooling (Seligman, 2011).

The School seeks to promote an environment where teachers, parents and students are mutually supportive. Students, teachers and parents should respect each other and engage in conduct that fosters this mutual trust and support, and also upholds the philosophy and values of the School. The School encourages consultation between all members of the School community about matters that affect them.

Within Emanuel’s Wellbeing Programs, we aim to support the School’s values of:

- | | |
|---------------------------|----------------|
| Excellence | Responsibility |
| Perseverance | Compassion |
| Lifelong love of learning | Generosity |
| Respect | Justice |
| Integrity | Community |

“If I am not for myself, who will be for me? If I am only for myself, what am I? If not now, then when?” Rabbi Hillel (Ethics of the Fathers 1:14)

Emanuel School believes that it is essential to establish clear expectations for our students. These include our belief statements, rights and responsibilities and social graces. Our Student Management Policy focuses upon Wellbeing as an essential element for flourishing. This highlights the School’s approach to Positive Education and programs for building student agency. Pastoral Care processes assist students who require additional support. There are key personnel responsible for pastoral care, including a team of school counsellors and a life coach.

The Emanuel School Student Behaviour Management Process creates consequences that allow children to understand the impact of their behaviour, make amends, rebuild and learn (based upon the principles of restorative justice practices). Emanuel School has Anti-Bullying procedures to create a culture that works proactively to prevent bullying and educate students on anti-bullying strategies. Our Student Leadership programs encourage a culture of leadership throughout the school by providing structures to support student initiative and responsibility.

2. Leadership Programs

Student leadership at Emanuel seeks to empower student voice and agency in School life. In partnership with our student leadership bodies, all students have a collective responsibility to lead by example through action to further the School's values and Jewish ethos. Students work in partnership with teachers to maximise their potential and the potential of others to support the School's vision and strengthen student culture. Student leadership at Emanuel aims to foster a sense of belonging, commitment and responsibility for students to be an active member of their year group, house and school community.

All student leaders are expected to lead by example. Failure to exemplify the School's values can result in consequences including a revoking of leadership privileges.

Student Leadership Values

- ***Dugma ishit*** - leading by example through action.
- ***Hadracha B'shutafut*** - leadership through partnership and collaboration.
- ***Collective responsibility*** - empowering student ownership of School life.
- ***Student agency*** - student driven action, voice and advocacy.
- ***Learn, Lift, Lead*** - enhancing student experience.

Student Leadership Bodies

Senior Leadership Bodies are predicated on the values stated above. They are intended to empower all students to have a leadership mindset and a deep responsibility for the School, its values, traditions and culture. These structures rely on each other and enable students, elected or otherwise to take active roles in the leadership of the school.

Vaadot - committee leadership structure

Va'adot (*committees*) is a student committee structure led by Madrichim and Nitzavim. Va'adot take responsibility for various areas of school life including but not limited to, Tefilah (*Prayers*), Shabbat, Sport, Environment, Social Action, School Culture. Va'adot can be created to be responsible for student initiatives and projects. Each Va'ad is mentored by a staff member.

Nitzavim

Nitzavim (*those that are standing up*) are senior students who feel empowered to take responsibility for the School. Nitzavim are students who have participated in the Nitzavim Seminar in Year 11. They are able to run for a formal Madrich/a position but not required to do so.

Madrichim - School Madrichim and House Madrichim

Madrichim are the elected student leadership team that lead the Nitzavim and Va'adot process from the beginning of Term 3 Year 11 until the end of Term 2 Year 12.

Madrichim are elected by the student body and the teaching staff. Madrichim meet weekly and are mentored by relevant staff members, e.g. Experiential Jewish Life, Heads of House, Director of Sport, etc. Madrichim are expected to ensure that the Va'adot are adhering to the common educational and value based objectives set out and agreed upon by the Nitzavim cohort.

Head Madrichim

The top two vote getters in the election lead the team of Madrichim and are mentored by the Director of Students.

Student Representative Council

The Student Representative Council (SRC) provides all students with a voice. Ideas, suggestions and requests for changes to school practice raised by the student body can be made by the SRC. A major focus of the SRC is Tzedakah (working for justice), raising funds for, and awareness of, the disadvantaged. The SRC meets regularly to discuss issues relevant to the School with teachers assisting the groups, allowing staff to keep in close contact with student concerns. The SRC representatives, elected from Year 7 to Year 10 (culminating in Year 11), seek input from their peers and report back following meetings.

Peer Support

Year 11 *Madatzim* (Young Leaders) run the Peer Support program to teach Year 7 students what it means to be an Emanuel High School student. The *Madatzim* run *Peulot* (student led programs) that exemplify the School's values and grow student leadership skills through the facilitation of experiential learning activities. All students who nominate participate in *Madatzim* training, which forms a key part of the selection process. The *Madatzim* commence their roles by facilitating Orientation Day for the incoming Year 7 students and also attend Year 7 Camp to support this *Ma'avar* (pathway) into High School.

Year 10 Hadracha training in Jewish studies

Year 10 students take part in a unit of study during Jewish Studies class called *Hadracha* B'Shutafut (Leadership through Partnership), where they learn from a tradition of Jewish leadership. This course trains students in the techniques and philosophies of experiential education while looking at a range of strong Jewish leaders throughout history.

3. Wellbeing

Emanuel School's Wellbeing aims are:

1. We want our students to leave Emanuel with a confident voice, the capacity to self-manage their wellbeing and an awareness of the choices available to them.
2. We want our students to feel a strong sense of connectedness to the Emanuel Community and Judaism.
3. We want our staff to know more about our students so as to assist them at point of need and to inform preventative and protective measures.

House Tutors, Heads of House and Executive staff members have created engaging programs to assist students to learn about proactivity and decision-making, relationship building, resilience, study skills, positivity, anti-bullying practices and understanding oneself. The aim is for these 'proactive or preventative measures' to assist students to make positive and responsible choices in their lives. A number of programs are used to support this.

Wellbeing Programs

The Wellbeing Programs for Emanuel High School students are based on the notions of positive psychology, entwined with the needs of students at various stages of their adolescent development. While a range of avenues can be used to teach these programs including Tutor Group sessions, PDHPE lessons and in other subject areas such as Jewish Studies, Peer Support sessions and Assemblies, the majority of the program is delivered in Tutor Groups. Each student is placed in a Tutor Group for his/her House and Year Group. The group usually stays together and with their Tutor (a teacher) throughout their High School education. This program is holistic and embedded in all that we do.

4. Welfare Issues

Key staff members for Years 7 – 12 students who deal with welfare issues are the:

- Subject teachers
- Tutor
- Head of House
- Director of Students
- Life Coach
- Counsellor
- Head of High School
- Deputy Principal
- Principal

The House System provides students and parents with the initial points of contact regarding welfare issues. Tutors assist students as part of their pastoral care role, as do Heads of House, should the matter be more serious.

The School employs Counsellors and a Life Coach to provide assistance to students who are experiencing personal difficulties.

For other students with particular needs, Case Management is an option as outlined below.

Critical / Case Management

There are some student matters that require specific and ongoing attention beyond the regular scope of a Tutor, class teacher or Head of House. In these cases, one person needs to be assigned as the Case Manager. The staff members who may be Case Managers are the Deputy Principal, Head of High School, Head of Primary, the Directors of Studies/Students, the Director of the Specialist Learning Centre, the Nurse, School Counsellors or a staff member with particular expertise. A Case Manager is appointed on an ongoing basis but it is hoped that the student could be removed from the Case Management list as things improve for them.

The types of student matters that require Case Management include one or more of:

- Students with severe attendance problems
- Students with severe medical conditions
- Students with severe psychological conditions
- Students experiencing severe trauma
- Students with severe physical disabilities
- Students experiencing severe impact from a combination of conditions or situations
- Students with severe behavioural problems
- Students with significant family related problems

Referral to the School Counsellor

The School Counsellor is available for students, teachers and students support team. In order for a High School student to access the Counsellor, a referral can be initiated by a parent or teacher, or the student can self-nominate by emailing counsellors@emanuelschool.nsw.edu.au. When appropriate the School Counsellor will seek parental consent. If a student approaches the Counsellor directly, parents will be notified if the matter is significant and does not breach the requirements of child protection legislation.

Students at Risk

Criteria

Students who present with significant mental health concerns and /or behave in a manner that could endanger others fall under the auspices of the Students at Risk Policy. This policy aims to ensure all students at school are safe and supported and if this is not possible, a temporary absence may be required until measures are in place for a return to school when appropriate.

Definition

Students at Risk present a potential for harm to themselves and / or others. Significant harm is harm that is sufficiently serious to warrant a response by an authority irrespective of a family's consent. Significant harm is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, wellbeing or welfare.

Examples

Examples of significant mental health concerns include suicidality, self-harm, eating disorders, substance abuse and mental health diagnoses that includes but is not limited to depression, anxiety and personality disorders. Anti-social behaviours such as the carrying of weapons on school premises, threats of violence, inciting violence and aggression in any arena are serious enough for a student to be considered at risk. Students who present with the intention to harm themselves or others (e.g. bringing a large quantity of analgesics to school and / or illicit substances and / or implements of self-harm / weapons) will also be subject to the Students at Risk Policy.

Confidentiality

Whilst privacy and confidentiality are of considerable importance, the safety of students is of higher consideration and hence using the Children and Young Person Care and Protection Act will be in place.

5. Student Management

Our approach is underpinned by the principle of respect for oneself and for each other. Thus our ultimate aim is to lead our students toward self-discipline, self-confidence, dignity and acceptance. In our view, rules exist for two purposes: firstly because of their formative value for students growing into adulthood: secondly, for the efficient and safe administration of a community of people.

At Emanuel we believe that respect is the basis upon which the authority of the School is built. Our students should respect the School, its aims, its young and developing traditions, its authority and its reputation. Our students must show respect

for other people – for their rights, their beliefs, their opinions, their wellbeing and safety.

Student Management in the High School is based on the notions of restorative justice or *Teshuvah*.

General Guidelines

Students are required to uphold the School's rights and responsibilities including following the directions of teachers and other people with authority delegated by the School.

Where a student disregards rights and responsibilities, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to consequences. The consequences imposed vary according to the behaviour and the prior record of the student.

The School prohibits the use of corporal punishment in disciplining students. The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Procedural Fairness

The School is committed to procedural fairness by which any student management process must be fair, unbiased and transparent.

The person against whom an allegation has been made has the right to:

- Know the allegation and any other information which will be taken into account in considering the matter
- Know the process by which the matter will be considered
- Respond to the allegations
- Know how to seek a fair review of a decision made in response to serious allegations that may lead to suspension or expulsion
- Impartiality in an investigation and decision-making and an absence of bias by a decision maker.

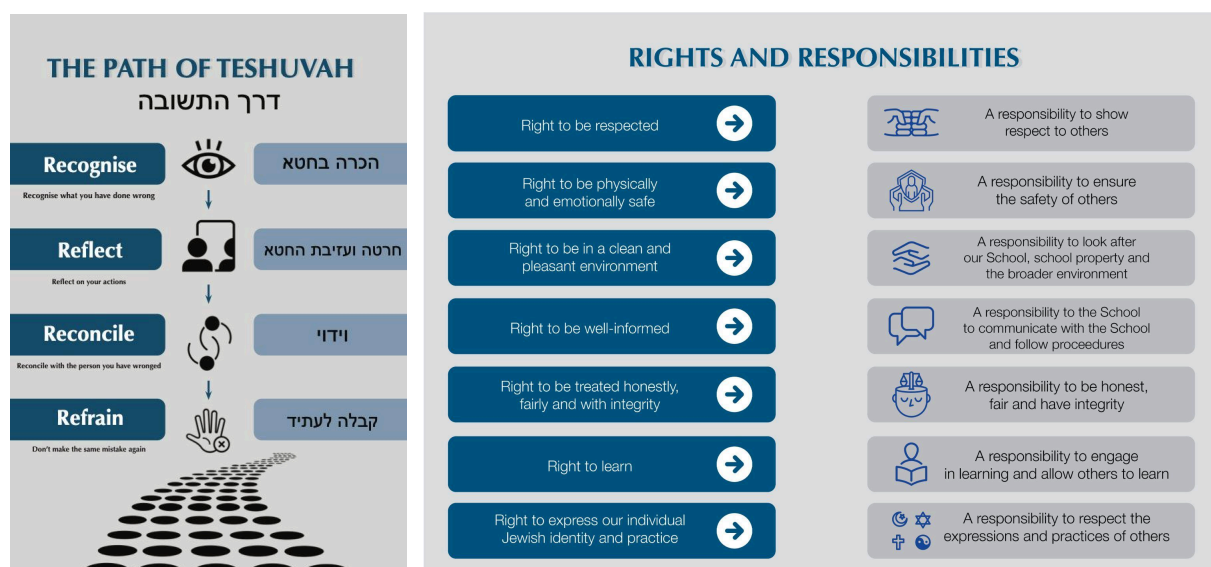
Allegations of a breach of the School's rights and responsibilities by a student will be properly investigated. As part of any decision-making process a student, either directly or with the support of a parent and/or guardian, will have the right to put forward a case as to the circumstances of any alleged breach of the School's rights and responsibilities.

The School and only the School has the right to decide on the appropriate consequence of any serious breach of this policy and informs the student and the student’s parent/s and/or guardian/s of its decision in writing.

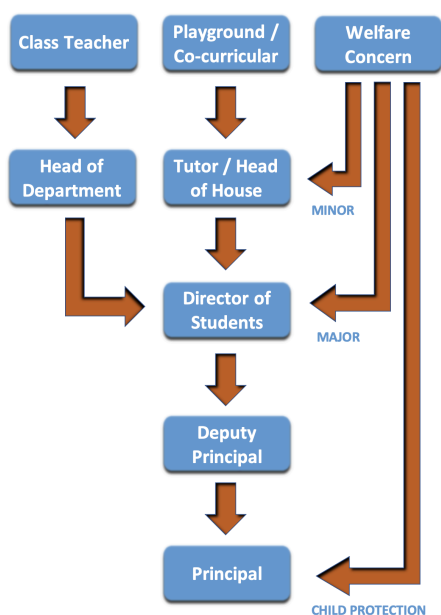
The general appeal process follows the School’s chain of command. Should there be a need for an appeal, the issue would be directed to the Deputy Principal, then the School Principal and then the School Board.

There are two posters in each High School classroom that explain the “Rights and Responsibilities” of each student and the restorative justice approach of *Teshuvah* in place at Emanuel. These posters are below.

Teshuvah and Rights and Responsibilities Posters



Behaviour and Wellbeing Management Flow Diagram



Student Behaviours and Interventions

Responses to Student Behaviour

There are a range of responses to students that are dependent on the type of behaviour, the setting and consistency of the behaviour. A range of possible responses are outlined in the Procedure section of this document.

Types of Behaviours

Students' behaviours are divided into five discretionary categories: (MOOSE) – minor, one-off, ongoing, serious, extremely serious. A description, example and possible actions in response to these behaviours are outlined in the procedure section of this document.

Types of Welfare Concerns

Student welfare concerns can be minor, major or a child protection concern. A description, example and possible actions in response to these welfare concerns are outlined in the procedure section of this document.

Interventions and Support

Teachers, Tutors and Heads of House can implement a range of interventions to support students to improve their behaviour or academic effort. These interventions include; Teshuvah Process, Reflection Discussion, Behaviour Support and Mentoring for Academic Progress (MAPs). These interventions are outlined in more detail in the procedure section of this document.

Positive Education

To support Positive Education at Emanuel teachers are encouraged to recognise students' positive behaviours. When a student demonstrates positive behaviours, teachers are able to log this information in TASS for other staff to be aware of. Tutors will receive this information and can reinforce the positive feedback.

6. Anti-bullying

Purpose

At Emanuel School we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore healthy relationships. We believe that bullying is unacceptable and we (students, staff and parents) all share a responsibility for preventing it.

Bullying/harassment is an illegitimate use of power. Such illegitimate behaviour could include repeated, systematic, isolated, infrequent, episodic, or continuous behaviours.

Bullying/harassment is a behaviour that may take various forms. It may manifest itself in the following ways, although need not be linked to these:

- **Physical:** hitting, kicking, stealing, damaging property
- **Verbal:** name-calling, insults, repeated teasing, racial slurs, comments about weight and appearance
- **Gesture:** intimidation through physical signals
- **Extortion:** demanding money, property or from AI generated data, e.g. images
- **Exclusion:** spreading rumours, isolating others from social groups
- **Cyber:** any form of bullying which is carried out through electronic means such as mobile phones, email, or AI.
 - Students are prohibited from generating or distributing harmful, offensive, or inappropriate content using AI tools.
- **Sexual harassment:** unwanted touching, staring, leering, sexually suggestive comments or jokes, displaying lewd pictures.

Emanuel School has a policy that endeavours to:

- Reduce all instances of bullying/harassment
- Create a reduction in the duration of bully/harassment incidents if they do occur
- Give students the confidence to report bullying/harassment behaviour if it arises
- Empower students to provide assistance to the victims of bullying/harassment
- Encourage students to see bullying/harassment as something they need to view as part of their responsibility even if they are not directly involved
- Give confidence to the student body and the community that the School will not tolerate any form of bullying/harassment
- Meet all its legal obligations and demonstrate its commitment to the prescribed duty of care
- Assist teachers in recognising incidents of bullying/harassment; and
- Give teachers appropriate guidelines to follow in addressing bullying/harassment.
- Guide responsible and respectful behaviour when interacting with AI-generated content.

Prevention

We believe that prevention strategies through education involving the whole school community (students, staff and parents) are more likely to reduce bullying. Therefore, at Emanuel School we recognise that we all share the responsibility to prevent bullying.

SAFE AND SUPPORTIVE ENVIRONMENT PROCEDURES

1. Wellbeing Programs

The Tutor Program is built around four key themes of:

- Belonging — Kehilah (community)
- Connection — Arevut (interpersonal responsibility)
- Meaning — Tachlit (purpose)
- Self — Tikkun Atzmi (tending to myself)

The programs are supplemented by expert presenters to address students on specific topics.

Camps are another opportunity for growth and the development of independence for each student every year of their High School journey.

The Wellbeing Programs complement the academic support needed by students. This includes Academic Mentoring for each Year 12 student, provided by a teacher once per fortnight, as well as study skills and organisational development in Tutor time.

2. Case Management

Role of a Case Manager

The role of the Case Manager is to have oversight of a student's ongoing needs, in collaboration with parents and an external treating team, when necessary. They will then provide additional information to teachers, when needed. The Case Management list will be listed in the Weekly Bulletin, so all staff are aware.

Role of Critical Management

- Liaise closely with the Deputy Principal / Head of School or Principal on all aspects of the Case
- A list of students and their Case Managers appears in the Weekly Bulletin
- Any action being taken in relation to the student must be discussed with the manager first.
- All documentation is to be maintained by the Case Manager. This includes:
 - Medical / psychological reports
 - Parents letters
 - Letters from the School
- All communication relating to the student is to be channelled through the manager. This includes:

- Parent contact
- Teacher notifications
- Outside specialists
- There will be regular reviews of the students' case with the collaborative team, including parents and external professionals.
- Regular monitoring is essential

3. Students at Risk

Process

Risk assessment

Initial indicators of a student at risk could include relevant background information, attendance concerns, compromised academic performance, anecdotal evidence from staff, parents or students, self-reported information, poor behaviour or attitude, a deterioration in appearance or affect, and / or significant medical issues. An episode where there is a significant event is likely to be the trigger for the Student at Risk policy to be implemented.

Once a student has been identified as at risk, a Risk Assessment will be conducted, and an Individual Management Plan will be developed and implemented. In the event of a student being assessed by the school as being at significant risk, the student may be sent to hospital and/or other services for a more immediate and comprehensive assessment. Where possible parents or emergency contacts will be notified. The Risk Assessment may include an assessment from an external provider such as a paediatrician, psychologist, psychiatrist, general practitioner etc. It is essential that consent for the school to communicate with external providers is granted by parents and / or students. Should consent not be provided, this will be considered a hindrance to the process and the students enrolment would be under review.

Responsibility for the social and emotional wellbeing of students rests with the family and can be supported by the School, the health system and the wider community. On-going communication with key stakeholders is required until the student has been cleared of imminent risk. Part of the clearance will include medical discharge notices or like reports from external health authorities that the student is safe to return to school.

Risk Assessment Stages

- School identifies high level of concern
- Collection of information from relevant sources
- Consideration of whether emergency response is required (with/without parental consent) e.g. police, ambulance, hospital
- Consideration of mandatory reporting

- Reports from external provider/s
- Decision about student being at school or in other care
- Analysis of risk factors and controls in place to minimize risk to the extent that the risk is manageable
- Creation of Individual Management Plan in consultation with stakeholders
- Communication of Risk Assessment and management plan to key staff and parents

Monitoring and Review

A staff member will be appointed as Case Manager to monitor the implementation of the Individual Management Plan and will confirm the student's adherence to the plan, e.g. attendance at a weekly psychologist appointment, compliance with taking medication etc. A Welfare Team consisting of the Deputy Principal, Head of High School, Director of Students, a School Counsellor, the Case Manager, and other staff as needed (eg the Nurse, the Head of House, the Tutor) will review the implementation and effectiveness of the Individual Management Plan periodically and make recommendations to the Principal regarding the ongoing enrolment of the student. The Welfare Team will include the family and external providers in the review of the Management Plan.

Addresses for Assistance

School Youth Liaison Officer – Eastern Beaches Local Area Command

- Danny McManus
- 02 9349 9216 (direct)
- mcma3dan@police.nsw.gov.au (direct email)

Jewish Care

- Ms Mim Zilka
- 02 9302 8000
- m.zilka@jewishcare.com.au

Jewish House

- Rabbi Mendel Kastel
- 02 9386 0770 (switch)
- 1 300 544 357 (crisis line)

AIS

- Child Protection Unit
- 02 9299 2845

4. Student Management

Responses to Student Behaviour

Classroom	Playground / Co-Curricular	Welfare Concern
<p><i>Teshuvah</i> process - Teacher</p> <p>↓</p> <p><i>Teshuvah</i> process - HOD</p> <p>↓</p>	<p><i>Teshuvah</i> process - Teacher</p> <p>↓</p> <p><i>Teshuvah</i> process - HOH</p> <p>↓</p>	<p>Minor - Teacher alert Tutor / HOH</p> <p>↓</p>
<p>A Reflection Discussion - Director of Students/Studies</p> <p>↓</p> <p>After School Detention</p> <p>↓</p> <p>A meeting with the Deputy Principal and subsequent action, such as in-school suspension</p> <p>↓</p> <p>A meeting with the Principal and subsequent action, such as out-of-school suspension or expulsion</p>		<p>Major - Teacher alert HOH / Director of Students</p> <p>↓</p> <p>Child Protection - Teacher alert Principal / Deputy Principal</p>

Types of Behaviours

Students' behaviours are divided into five discretionary categories:
(MOOSE) – minor, one-off, ongoing, serious, extremely serious.

MINOR		
Description	Possible Examples	Possible Consequence
<p>Teacher identifies the problematic behaviour to the student. If the student recognises and addresses the behaviour, no further action is required.</p> <p>TASS log - No</p>	<ul style="list-style-type: none"> - Talking out of turn - Inattentive/disruptive behaviour - Failure to complete class work or homework - Inappropriate use of technology 	<ul style="list-style-type: none"> - <i>Teshuvah</i> process with teacher

ONE-OFF

Description	Possible Examples	Possible Consequence
<p>More serious one-off problem behaviours require documentation and/or escalation following the Teshuvah process.</p> <p>TASS log - Yes</p>	<ul style="list-style-type: none"> - Truancy - Inappropriate or disrespectful behaviour including discriminatory remarks, swearing and lying - Negative interactions - explicit or covert - Not 'refraining' after a Teshuvah discussion with teacher - Academic dishonesty including plagiarism and cheating - Failure to complete a PoU 	<ul style="list-style-type: none"> - Teshuvah process with teacher - Teshuvah process with HOD/HOH <p>If needed:</p> <ul style="list-style-type: none"> - Reflection with DoSn - After-school detention

ONGOING

Description	Possible Examples	Possible Consequence
<p>Students who do not accept responsibility for their actions or who do not change their behaviour after Teshuvah discussions with their teacher and/or the relevant HoD.</p> <p>TASS log - Yes (multiple)</p>	<ul style="list-style-type: none"> - Bullying - Repeated 'minor' or 'one-off' problem behaviours. May be over the course of one lesson or several. 	<ul style="list-style-type: none"> - Teshuvah process with teacher - Teshuvah process with HOD - Behaviour Support Plan with HOH <p>If needed:</p> <ul style="list-style-type: none"> - Reflection with DoSn - After-school detention

SERIOUS

Description	Possible Examples	Possible Consequence
<p>Serious, dangerous or urgent issues are reported immediately to the Director Students. This is any behaviour that could cause physical, mental or emotional harm to oneself or others.</p> <p>This could also be a failure to deal with an ongoing behaviour.</p> <p>TASS log - Yes</p>	<ul style="list-style-type: none"> - Bullying - Threatening students - Truancy - Violence - Drug use - Inappropriate use of social media 	<ul style="list-style-type: none"> - Meeting with DoSn - After-school detention - In-school suspension

EXTREMELY SERIOUS

Description	Possible Examples	Possible Consequence
Extremely serious issues or situations are reported to the Principal immediately. TASS log - Yes	<ul style="list-style-type: none"> - Violence or threat of violence - Drug use - Verbal or physical abuse of staff 	<ul style="list-style-type: none"> - Out-of-school suspension - Expulsion

Types of Welfare Concerns

MINOR WELFARE CONCERN

Description	Possible Examples	Action
<p>A student may display a situational welfare concern.</p> <p>Teachers may notice a change in the way a student is presenting in their classroom.</p> <p>A problematic behaviour addressed in the MOOSE management system may be associated with a welfare concern.</p>	<ul style="list-style-type: none"> - Excessive stress or worry - Change in 5 A's - Persistent tiredness, sadness, irritability, inattentiveness, difficulty engaging, and/or low motivation - Task avoidance 	<ul style="list-style-type: none"> - Email Tutor / HOH - Log in TASS

MAJOR WELFARE CONCERN

Description	Possible Examples	Action
<p>A student may display repeated or serious welfare concerns.</p> <p>Teachers may notice behaviour that could be causing the student or their peers harm.</p>	<ul style="list-style-type: none"> - Self-harm, e.g. cutting, scratching, pinching - Drastic changes in 5 A's - Panic attack - Alcohol or drug use 	<ul style="list-style-type: none"> - Email Tutor and HOH / DoSn

CHILD PROTECTION CONCERN

Description	Possible Examples	Action
Any reportable conduct as per the Child Protection Policy	<ul style="list-style-type: none"> - Disclosure of any assault or abuse - Neglect 	<ul style="list-style-type: none"> - Email Principal

Interventions and Support

Teachers, Tutors and Heads of House can implement any of these interventions to support students to improve their behaviour or academic effort:

→ Teshuvah Process

We expect that most of the regular behaviours seen in any school can be dealt with quickly by working through the *Teshuvah* process – recognise, express regret, reconcile, refrain from repeating. In this process you may ask questions such as:

- *What happened and what were you thinking at the time?*
- *What have you thought about since?*
- *Who has been affected by what happened? How do you think they've been affected?*
- *What about this has been the hardest for you?*
- *What do you think needs to be done to make things as right as possible?*

→ Reflection Discussion

Students who have not refrained from making the same mistake again from the Teshuvah process will be asked to comply with a reflection discussion with the Director of Students by the relevant Head of Department or Head of House.

→ Behavioural - 'Behaviour Support'

Students who demonstrate 'ongoing' unacceptable behaviour will be asked to comply with the Behaviour Support process with their Head of House, where teachers will provide ongoing feedback about student behaviour. We expect that with the constant reinforcement over a period of time, the student would make the change that is needed.

→ Academic - 'Mentoring for Academic Progress' (MAP)

Students with unacceptable levels of effort as demonstrated in the learning competencies on semester reports will be asked to comply with the Monitoring for Academic Progress process for the following term by a member of the High School executive.

Positive Education

To support Positive Education at Emanuel teachers are encouraged to:

→ Recognise students 'Positive Behaviours'

When a student demonstrates positive behaviours, teachers are able to log this information in TASS for other staff to be aware of. Tutors will receive this information and can reinforce the positive feedback.

Anti-bullying

Strategies

- Explicit teaching of positive behaviours embedded within the Tutor Group programs to foster positive relationships, conflict resolution, resilience and proactive bystander action.
- Regularly recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore healthy relationships. We encourage students to use restorative strategies to ensure they are making amends and improving their relationships.
- Buddies and Peer Support groups are used to foster positive cross-age relationships within the School. Peer Support groups are actively involved in the delivery of our anti-bullying curriculum.
- Vigilant classroom, playground and transition supervision. Provision of safe and structured playground spaces and activities at break times.
- School-developed questionnaires are used to gather data and identify both positive and negative patterns of behaviour in individuals and groups.
- Each year we promote Anti-Bullying Day by running a number of whole school activities and lessons in classes
- Our Student Management philosophy and processes set a tone that is not power-based and facilitate a culture of anti-bullying.
- Tutor Programs address issues around bullying as do Houses.

At Emanuel School students are encouraged to:

- Take some positive action to stop the bullying if they observe an incident
- Report the bullying incident to a teacher as soon as possible
- Make it clear to their peers that bullying is not accepted.
- Use technology appropriately.

At Emanuel School staff are expected to:

- Take some positive action to stop the bullying when they observe an incident
- Pass on information about any reported or observed bullying behaviours to the Tutor / Head of House/ School Counsellor / Deputy Principal / Principal.
- Undertake staff training in relation to dealing with incidents of student bullying / harassment.

At Emanuel School parents are encouraged to:

- Listen to their son/daughter and encourage them to speak to their Tutor/Head of House
- Contact the school if they have a concern (Tutor / Head of House / School Counsellor / Deputy Principal / Principal), using the communication pathway outlined by the School in the Parent Handbook

Response

Bullying is viewed as a major breach of the Emanuel School's rights and responsibilities and therefore follow-up action will align with our school Student Management policy. Any reports of bullying will be investigated and appropriate action will be taken promptly. The response to bullying will include an initial risk assessment and subsequent action as needed:

1. Guidance and other support for the recipient of the bullying (eg re-skilling and re-teaching of strategies, resilience and social skills, counselling, conflict management skills, social networking etc).
2. Guidance and support for 'bystanders', 'supporters' and witnesses of the bullying (eg intervention strategies etc),
3. Age appropriate and consistent restorative consequences for students involved as necessary (eg consistent with school Student Management Policy).
4. Where appropriate informing parents as stated in the policy and involving them in any action and follow up.
5. Significant consequences for ongoing or severe instances of bullying.

Investigation and Follow Up

In discerning appropriate responses to bullying, the collective welfare of the school community will be balanced with the individual needs of the student.

Recommended resource for interviewing and follow up of Bullying incidents - "Six Methods of Bullying Interventions" Ken Rigby.

- Preliminary interview(s) will be conducted to ascertain the specific nature of the bullying. These interviews should be with individuals initially (ie student being bullied, students witnessing bullying, student engaging in bullying behaviour, staff etc).
- The initial interviews should focus on the safety of individuals. This should include:
 - a clear statement that reinforces that Emanuel School does not tolerate bullying.
 - a risk assessment to ascertain the risks to the student making the allegation, the student about whom the allegation has been made, students who are bystanders and staff.

- immediate preventative actions that will be implemented to avoid further incidents.

Decisions will be made as to the level of severity of the incident and whether the parents of those involved need to be informed and what (if any) consequence needs to be issued.

- Relevant staff members will be informed about the incident, consequences and the follow up needed.
- Follow-up meetings with relevant staff members should focus on appropriate strategies to assist and support all involved. This will specifically identify the inappropriate behaviours, name the replacement behaviours, outline strategies to support the replacement behaviours and reinforcers (both negative and positive) when behaviours occur.
- A record of the separate interviews should be kept
- Regular monitoring and follow up with the students involved is necessary.
- Review of the situation will take place to modify strategies and supports.
- Review of instances involving bullying may lead to changes to school practice and procedure.

Any further recurrence of bullying may result in an issue of warning re suspension and could lead to the implementation of suspension procedures and, if necessary, removal of the student from Emanuel School.

Appendix

Reflection Discussion

Name / Tutor / Date

- I am in the Reflection Discussion because...
- I realise that what I did was wrong was...
- How have people been affected by my actions?
- How can I make amends for what I did?
- Please suggest a fair and reasonable solution to this incident.
- What could you do to make things better?
- What could the teacher do to help make things better?
- If you found yourself in a similar situation again, how could you behave?

Inform Tutor, Head of House and referring teacher of discussion notes.

Risk Assessment

Consequence/Likelihood	None	Minor	Moderate	Major
Unlikely	Low	Low	Medium	Medium
Possible	Low	Low	Medium	High
Likely	Low	Medium	High	High
Almost certain	Low	Medium	High	Very high

Type of risk	Risk	Level of Risk	Strategies to minimise
Social/ Emotional			
Academic			
Mental Health			
Social Media			
Physical			
External			

Safety Plan

Student : _____

Date: _____

<p>Signs I'm in the Green zone</p>	<p>What I need to do to stay in the Green zone</p>	<p>What I need people to do</p>
<p>How to let others know I'm in Green zone</p>		
<p>Signs I'm in the Amber zone</p>	<p>What I can do to stay here/get back to Green zone?</p>	<p>What I need people to do</p>
<p>How to let others know I'm in the Amber zone</p>		
<p>Signs I'm in the Red zone</p>	<p>What I can do to get back to Amber/Green zones</p>	<p>What I need people to do?</p>
<p>How to let others know I'm in the Red zone</p>		

Individual Plan (IP)



EMANUEL SCHOOL

INDIVIDUAL PLAN

Student Name	Date of Birth	Diagnosis	NCCD Category/Level of Adjustment

Collaborative Planning Team

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Year	Review Dates/Communication Log
2022	

Student Summary (includes formal assessments and other plans linked)

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Student Strengths	Areas for ongoing support	Current Goals (Student/Parent)
		Long Term Short Term