



EMANUEL SCHOOL

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## **Student Wellbeing Policy and Procedures K - 6**

Version 2025.01

## Version History

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## 1. INTRODUCTION

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 and wellbeing models, we aim to nurture positive emotions, engagement, positive relationships, meaning and accomplishment within each child's schooling (Seligman, 2011).

The School wishes 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 upholds the school's philosophy and values.

Within Emanuel's wellbeing programs, we aim to support the School's values of:

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

Emanuel School believes that it is essential to establish clear **expectations** for our students including their rights and responsibilities. Our Student Wellbeing Policy focuses upon **Wellbeing** and building student effectiveness as well as processes to assist students who require additional support. There are key personnel responsible for pastoral care, including the Deputy Head of Primary (Wellbeing) and the school counselling team. Our **Kavod (Merit) System** honours and celebrates students who are working to reflect the School's values and their own personal best. The Emanuel School **Teshuvah System (Behaviour Management)** teaches students about School expectations and creates consequences that enable 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. KEY PERSONNEL RESPONSIBLE FOR WELLBEING**

### **Classroom and Specialist Teachers**

As the main contact point for each child, it is always important that student management, wellbeing and welfare issues are communicated to the classroom teacher in the first instance where appropriate. Where applicable, specialist teachers will also be involved.

### **Primary Stage Coordinators**

The two Stage Coordinators (K-2 & 3-6) work closely with Primary staff regarding student management strategies and welfare concerns. The Stage Coordinators communicate any welfare concerns to the Deputy Head of Primary (Wellbeing), who will liaise with the Head of Primary.

### **Deputy Head of Primary (Wellbeing) and Head of Primary**

The Deputy Head of Primary (Wellbeing) and Head of Primary oversee the student management, wellbeing and welfare of all children in K-6. Where necessary, they will become involved with teachers, students, parents, the School Counsellors and external professionals.

### **Referral to the School Counsellors**

The School Counsellors at Emanuel School offer short-term wellbeing support to students and their families in social, emotional, behavioural and academic development. For a Primary School student to access counselling support, a referral needs to be initiated by a parent, student or teacher. It is considered within an intake process to look at what support the individual needs. If the referral is made by school staff, the School Counsellors will seek parental consent where appropriate and work holistically with parents and external providers. If a student approaches one of the counsellors directly, parents will be notified as deemed appropriate in line with Duty of Care and Child Protection considerations. Where students require ongoing support, external therapists will be recommended.

### **Support Services**

The school community can access a number of different resources and support agencies such as:

- On-site School counsellors: [counsellor@emanuelschool.nsw.edu.au](mailto:counsellor@emanuelschool.nsw.edu.au)
- Local Police Liaison Officer and Police Services: Randwick (02 9697 1099) / Maroubra (02 9349 9299)

- Jewish Care
- Websites such as:
  - <https://kidshelpline.com.au/>
  - <https://www.esafety.gov.au/>
  - <https://headspace.org.au/>

### **3. WELLBEING**

Teachers and Executive staff members create engaging programs to assist students to learn about proactivity and decision-making, relationship-building, resilience and anti-bullying practices. The aim is for these proactive and preventative measures to assist students to make positive and responsible choices in their lives. A variety of programs are used to support this. In order to provide students with the skills to be respectful and to build positive relationships, Emanuel School is implementing 'The Leader in Me', based upon Stephen Covey's '7 Habits of Highly Effective People'. These include:

#### **Independence or Self-Mastery – Teaching the students to take control of and for themselves**

- **Habit 1: Be Proactive**  
Take initiative and then take responsibility for your choices and the consequences that follow.
- **Habit 2: Begin with the End in Mind**  
Consider your goals and values and strive towards choices that align with these.
- **Habit 3: Put First Things First**  
Prioritise, plan and work towards your goals in a logical, productive manner.

#### **Interdependence – Teaching the children to productively and positively interact with others**

- **Habit 4: Think Win-Win**  
Genuinely work hard to solve problems in a way that values and respects all people involved.
- **Habit 5: Seek First to Understand, Then to be Understood**  
Use empathic listening to create an atmosphere of caring, and positive problem solving.
- **Habit 6: Synergize**  
Combine the strengths of people through positive teamwork to achieve goals.

#### **Self Renewal – Teaching the importance of rejuvenation and relaxation**

- **Habit 7: Sharpen the Saw**

Take time to rejuvenate, relax and consider things with renewed energy.

A range of avenues can be used to teach these programs including: classroom lessons (in Personal Development lessons as well as class meetings/sharing circles and in other subject areas such as Jewish Studies) and assemblies. This program is holistic and embedded in all that we do. One of these avenues is the grade Make A Difference (MAD) projects. Each grade chooses an area of focus such as environment, local community and aged care. The students use the 7 Habits to plan and implement a project that makes a difference to others.

#### **4. KAVOD (HONOUR) SYSTEM**

##### **Emanuel School Merit Program**

This program is based on an appreciation of student effort and contribution at school. Each week, teachers will present certificates for meritorious behaviour and/or high quality work. Teachers usually present the Praise Certificates on a Monday morning. Students will be able to earn certificates for acknowledgement of academic, social or behavioural growth and effort.

##### **Honour Certificate Progression**

In order to progress through the Kavod system, students are required to collect their certificates and 'trade' them by bringing them to the Head of Primary. Upon enrolment, students are given an Achievements Folder to collect their certificates.

- Having earned five Praise certificates students will receive a Merit Certificate to be presented by the Head of Primary or his/her delegate.
- Three Merit Certificates will earn the student a Distinction Certificate to be presented by the Head of Primary or his/her delegate.
- Three Distinction Certificates will earn the student a Medal of Honour.

Any additional Distinction Certificate earned after a Medal of Honour, leads to a Mensch badge:

- 1 Distinction results in Bronze Mensch badge
- 2 Distinctions results in Silver Mensch badge
- 3 Distinctions results in Gold Mensch badge

It is expected that each student should receive at least one Praise Certificate per term. Teachers will monitor how many certificates each child has earned.

## **House Points**

In order to further strengthen team spirit, teachers within their classrooms may also reward children by awarding House Points. House Points will be collected by House Captains and announced at Assembly. House Points can be awarded for a variety of activities including for actions within and outside the classroom.

## **5. STUDENT LEADERSHIP**

‘The Leader In Me’ program at Emanuel School encourages children to become effective in their personal pursuits and organisation as well as their interpersonal relationships. Within this framework, Emanuel School promotes Roland Barth’s (2001) concept of leadership, ‘making happen that in which you believe’. This allows students to celebrate their own successes as a leader as well as showing leadership within groups.

### **Student Leadership (K-6)**

Children at Emanuel School (K-6) have various opportunities for leadership. Teachers provide opportunities to students to take on various leadership roles within the class. Prior to the commencement of each program, staff members discuss any election procedures, the key responsibilities and make any necessary adjustments to the program and/or students’ roles within it.

### **Student Representative Council**

The Student Representative Council (SRC) comprises elected class representatives from Years 3-6 who meet fortnightly to discuss relevant school issues. Each class nominates two students through a ballot process managed by classroom teachers. The SRC, facilitated by Primary teachers, supports school charity programs, initiates improvement initiatives, and addresses peer-raised ideas and issues problems through collaborative discussions. Representatives present ideas and feedback to their classes and the School as needed. At times, there may be collaboration between Primary and High School SRCs.

### **Buddy Programs**

The school offers various buddy programs tailored to students' developmental stages and needs. One such program is the Year 2 Buddy Reading program, where Year 2

students engage with children from Kornmehl Preschool. New students also receive buddies from their grade to support them to settle into the School.

### **School Captains (Madrachim) and Year 6 Leadership Program**

The Year 6 Leadership program involves all interested Year 6 students in leading the Primary School with various initiatives in areas of interest. These roles include School Captains, Madrichim, House Captains and other positions such as IT leaders, Chess Leaders, Debating Leaders and Music Leaders.

The Leadership program is overseen by the Stage Coordinator (3-6) and supported by the Year 6 class teachers and leadership mentors for each group. A student's leadership role may be removed for a period of time or permanently if the student's behaviour does not meet the expectations.

## **6. POSITIVE BEHAVIOUR INTERVENTIONS AND SUPPORT**

At Emanuel Primary School, we use a school wide Positive Behaviour Intervention and Support (PBIS) model. This framework is based on the premise that all students can benefit from well implemented, evidence-based practices to support positive behaviour.

Emanuel School has used this comprehensive framework to design student behavioural support systems. This has allowed informed decision making based on data collection that guides the process of assessing student needs and providing additional levels of behavioural support.

We understand that students require explicit teaching and feedback in all academic areas. Similarly, we recognise the need to support the acquisition and application of our School's behavioural expectations. At Emanuel School, it is expected that all staff members maintain high standards of behaviour and provide responsive feedback to students regarding our core values: Respect, Responsibility, and Safety. We believe in taking collective responsibility for the behaviour of all students and adopting a shared approach to positively impact behaviour within our school community.

PBIS operates on 3 tiers to support students in achieving behavioural success. Tier 1 focuses on universal interventions implemented school-wide to establish a positive and predictable learning environment. These interventions include teaching and reinforcing expected behaviours, setting clear expectations, and acknowledging students for following them. Tier 2 provides targeted support to students who require additional assistance beyond what is provided in Tier 1. This level offers small group interventions and individualised support to address specific behavioural needs.



Finally, Tier 3 offers intensive, individualised interventions for students who require the most support. These interventions are highly individualised and may involve the development of behaviour support plans and collaboration with outside agencies. By implementing these 3 tiers, PBIS aims to create a supportive and inclusive school culture where all students can thrive academically, behaviorally, socially and emotionally.

All community members play an active role in modelling our values.

**7. STUDENT RIGHTS AND RESPONSIBILITIES**

Emanuel School’s behaviour expectations are centred around the students’ rights and responsibilities regarding being safe, respectful and responsible at all times.

<b>RIGHTS AND RESPONSIBILITIES</b>		
Safe	The right to be physically and emotionally safe	A responsibility to ensure the safety of others
Respectful	The right to be respected	A responsibility to show respect to others
	The right to be treated honestly, fairly and with integrity	A responsibility to be honest, fair and have integrity
	The right to express individual Jewish identity and practice	A responsibility to respect the expressions and practices of others
Responsible	The right to be in a clean and pleasant environment	A responsibility to look after our school, school property and the broader environment
	The right to learn	A responsibility to engage in learning and allow others to learn
	The right to be well-informed	A responsibility to communicate with the School, read and follow procedures

**8. EMANUEL SCHOOL EXPECTATIONS (CODE OF CONDUCT)**

We have adopted a unified set of Primary School expectations, which define our expectations for behaviour in our School. Our unified classroom expectations, found in our classrooms and non-classroom settings in the School, are as displayed in the matrix that follows:

# Emanuel School Expectations

	Always	Classrooms	Playground	Around School	Prayers	Bathrooms	Assembly	Go with the Flow	Excursions
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>✓ Keep your hands, feet and objects to yourself</li> <li>✓ Use equipment for its intended purpose</li> <li>✓ Wear the appropriate uniform</li> </ul>	<ul style="list-style-type: none"> <li>✓ Enter and exit quietly and calmly</li> <li>✓ Walk with quiet voices and feet</li> <li>✓ Sit safe and still</li> <li>✓ Ask permission to leave</li> <li>✓ Push in your chair</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wear your hat</li> <li>✓ Play safely</li> <li>✓ Wash your hands before eating</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keep hands, feet and objects to yourself</li> <li>✓ Walk at all times</li> <li>✓ Stay in line</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sit in the correct spot</li> <li>✓ Sit safe and still</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wash your hands</li> <li>✓ Use soap appropriately</li> <li>✓ Keep water in the sink</li> <li>✓ Avoid gathering in the bathroom</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk with class in single file</li> <li>✓ Sit with two feet on the floor</li> <li>✓ Keep chairs from moving</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wear your hat</li> <li>✓ Stay seated when travelling</li> <li>✓ Keep hands, feet and objects to yourself</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>✓ Follow instructions the first time</li> <li>✓ Keep our school clean and tidy</li> <li>✓ Be kind, polite and use manners</li> <li>✓ Take care of all property</li> <li>✓ Be considerate of others</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use an inside voice</li> <li>✓ Listen to your teachers and your classmates</li> <li>✓ Show whole-body listening</li> <li>✓ Allow others to learn</li> </ul>	<ul style="list-style-type: none"> <li>✓ Play fun and fair</li> <li>✓ Include others</li> <li>✓ Use kind words</li> <li>✓ Respect personal space</li> <li>✓ Care for our environment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respect school property</li> <li>✓ Use a quiet voice</li> <li>✓ Help others in need</li> </ul>	<ul style="list-style-type: none"> <li>✓ Show whole-body listening</li> <li>✓ Listen to the prayer leaders</li> <li>✓ Join in with prayers</li> <li>✓ Wear a kippah</li> </ul>	<ul style="list-style-type: none"> <li>✓ Allow others privacy</li> <li>✓ Limit your time</li> <li>✓ Wait your turn</li> <li>✓ Flush the toilet</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen to the presentation</li> <li>✓ Show whole-body listening</li> <li>✓ Stand up during the school song and national anthems</li> <li>✓ Applaud appropriately</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow instructions the first time</li> <li>✓ Use a quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow instructions the first time</li> <li>✓ Use good manners and appropriate language</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>✓ Be in the right place at the right time</li> <li>✓ Take ownership of your learning</li> <li>✓ Take ownership of your actions</li> <li>✓ Manage your belonging</li> <li>✓ Check uniform is neat and tidy</li> </ul>	<ul style="list-style-type: none"> <li>✓ Take care of personal and school property</li> <li>✓ Keep the classroom clean and tidy</li> <li>✓ Actively participate</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pack up your lunchbox</li> <li>✓ Pack up the equipment</li> <li>✓ Use the toilet during breaktimes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Arrive at class on time</li> <li>✓ Line up when you arrive at class</li> </ul>	<ul style="list-style-type: none"> <li>✓ Arrive to prayers on time</li> <li>✓ Bring your siddur</li> <li>✓ Remain seated until dismissed</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keep bathrooms clean</li> <li>✓ Use the toilet appropriately</li> <li>✓ Use bathrooms at appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>✓ Remain seated until dismissed</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sit in the right spot</li> <li>✓ Listen for your name</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clean up the bus/lunch location</li> <li>✓ Take ownership of your actions</li> </ul>

## 9. DIFFERENTIATED AND EXPLICIT TEACHING

Emanuel is a school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback, correction and practice opportunities.

## 10. MINOR AND MAJOR BEHAVIOURS

At Emanuel School, when student behaviour does not meet our school expectations, there are different levels of intervention. We refer to these levels as ‘minor’ or ‘major’. It is expected that minor behaviour is managed within the classroom environment by the classroom or specialist teacher. Major behaviours may require support of specialist staff and/or school leadership.

Consistent or recurring minor behaviours may be escalated to require major behaviour management, recognising the significant disruption these behaviours can have to the learning environment for both the individual student and the class as a whole. Addressing these behaviours helps maintain a positive and productive educational environment, ensuring that all students have the opportunity to make progress.

### Minor Behaviours:

Expected Behaviour	Category	Example
Acting cooperatively and respectfully of school and classroom expectations.  Responding appropriately when addressed.	Defiance or disrespect	Student engages in brief or low-intensity behaviour where they do not follow adult requests.
Cooperative behaviours to the class/ school setting.  Contributing appropriately to class discussions and activities.  No access to phones or smart watches in school hours.	Disruption	Student disturbs other students or teachers during class time.  Student engages in low-intensity but inappropriate disruption.

Language that is socially appropriate and respectful.	Inappropriate language	Low level instance of inappropriate language.  Accidental slip of inappropriate language, poor choice of words used, non-directed verbal assault, hand gestures.
Respect for others' personal space.  Walking away from and reporting possible conflicts.	Physical contact - non-serious but inappropriate	Student engages in non-serious/non-injury unwanted physical contact.
Students use language and actions that are kind, respectful and inclusive of others.	Mean on purpose behaviour	Student uses intentionally hurtful actions or words directed towards another person.
Respect personal and school property.  Using equipment (including devices) in an appropriate manner.	Property, equipment or technology misuse	Student is not using tools or equipment for their intended purpose.
Wear uniform as outlined in the uniform guidelines.	Uniform infringement	Student wears clothing or accessories that do not follow the uniform guidelines.
Actively participates and attempts to complete or complete tasks to the best of their ability.	Incomplete work	Student does not complete or completes a limited amount of work in a given timeframe, demonstrating a lack of effort.
Prompt arrival to school and lessons.	Late to class/ lines	Student is late at the start of the school day, or late to class.
Remain in designated learning and play spaces.	Out of bounds	Student is in an area that is outside of given boundaries for play or during learning activities.

## Major Behaviours:

Category	Example
Repeated defiance or disrespect	Student engages in refusal to follow directions, talks back, or conducts themselves in socially rude interactions.
Extreme or ongoing disruption	Student engages in persistent and severe disturbances that significantly interfere with the learning environment and safety of others.
Repeated inappropriate language	Student delivers verbal messages that include swearing, name-calling, or use of words in an inappropriate way.
Physical aggression/ fighting	Student engages in actions involving serious physical contact where injury may occur.  Student becomes dysregulated, resulting in property damage and/or intimidation of another student or staff.
Bullying	Student repeatedly and intentionally behaves in a manner that causes harm, imbalance of power, or creates a negative learning environment for others.
Property, equipment or technology damage	Student destroys or defaces school property or property belonging to another student or staff members.
Consistent or repeated minor behaviours	Student demonstrates patterns of consistent or repeated minor behaviours that impact the positive and safe learning environment for themselves and others

Repeated minor behaviours and/or major behaviours may lead to consequences such as parent meetings with teacher and Deputy Head of Primary (Wellbeing), detention (including reflection time before, during, or after school), in-school or external suspension, partial attendance or the removal of the student from Emanuel School.

## 11. TESHUVAH SYSTEM

### General Guidelines

Where a student disregards their rights and responsibilities, does not follow instructions or otherwise engages in conduct that causes or may cause harm, disruption or embarrassment to the School, staff members or other students, the

student may receive consequences. The consequences vary according to the behaviour and the prior record of the student.

### **Process for Using The Teshuvah System**

*Teshuvah* is often translated as repentance, but a more accurate translation is 'returning' including a concept that no-one is perfect and that when we make mistakes, they are opportunities to reflect, repair and make a change to move forward more positively. This is in line with the School's restorative practices approach to behaviour management situations. Records of student behaviour and restorative consequences are logged electronically on the school system.

### **Steps In the Teshuvah Process**

1. Reflecting upon/understanding the situation and the impact of behaviours/choices
2. Apologising/expressing regret where necessary and repairing any harm
3. Accepting and completing any consequences
4. Refraining from repeating the same behaviours

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.

Serious behaviours may result in suspension or expulsion. Suspension involves the temporary removal of a student from their normal classes. This may be held on-campus or off-campus, depending on the circumstances. Expulsion is the permanent removal of a student from being enrolled at the School.

### **Procedural Fairness**

The School is committed to procedural fairness ensuring any student management process is fair, unbiased and transparent. Procedural fairness involved both the 'hearing rule' and the 'right to an unbiased decision'.

The 'hearing rule' requires that the person who has had the allegation against them is able to:

- Know the specific allegations and any other information which will be taken into account in considering the matter
- Know the process for considering the matter

- Respond to the allegations
- Know how to seek a review of the decision made in response to the allegations

The 'right to an unbiased decision' is the right to:

- An unbiased investigation and decision-making process
- An unbiased decision-maker

Allegations of a breach of the School's rights and responsibilities by a student will be properly investigated and documented and will include a member of the Primary Executive team. This could include witness statements, teacher statements and the review of possible footage or evidence. 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. An interpreter will be provided if required and written notes of the interviews will be kept.

A student may be asked not to attend School during an investigation following a risk assessment. Protecting the identity of any witnesses will also be considered wherever possible.

The School and only the School has the right to decide on the appropriate consequence of any serious breach of this policy. The decision-maker will be a member of the School's senior executive (Head of Primary, Deputy Principal or Principal) and will be fully briefed by the investigating staff member. This decision will be communicated to the parent/carer.

Parents and carers have a right of appeal when a decision has been made. Any appeals should be in writing within 48 hours and should be made to the investigator and decision-maker. Appeals will be considered and a written response will be provided.

## **12. 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.

### **What is Bullying?**

At Emanuel School we define bullying as repeated or isolated but severe verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more people.

Bullying takes many forms, all of which will cause distress. Examples of bullying may include:

- **Physical:** hitting, pushing, tripping, kicking, spitting on others etc
- **Verbal:** teasing, using offensive names, ridiculing, spreading rumours etc
- **Non-Verbal:** writing offensive notes or graffiti about others, using e-mail or text messaging to hurt others, rude gestures etc
- **Exclusion:** deliberately excluding others from a social group and group activities, refusing to sit next to someone etc
- **Extortion:** threatening to take someone's possessions, food or money etc
- **Property:** stealing, hiding, damaging or destroying property etc
- **Cyber:** any form of bullying which is carried out through electronic means such as mobile phones, email, chat room, social networking, 'SMS', web pages etc

### **What Bullying is Not**

Bullying does not refer to an age-appropriate conflict between peers (e.g. 'friendship fires') or negative behaviours that occur only once in most instances or on an infrequent basis.

There are many negative behaviours that, although upsetting to those involved, are not classified as bullying. These instances often may require teacher intervention, coaching and management.

### **Prevention**

We believe that prevention strategies are essential to reduce bullying. Programs are designed to teach prosocial behaviours and support students to identify and manage conflict and bullying.

### **Strategies**

- Explicit teaching of positive behaviours embedded within the personal development curriculum using the PBIS framework, 7 Habits of Highly Effective People and other 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.
- Providing social groups (when needed) to support students with developing social skills.
- Vigilant classroom, playground and transition supervision. Provision of safe and structured playground spaces and activities at break times
- Offering students coaching and support both pre-emptively and in response to incidents, providing opportunities for reflection and personal growth, with guidance from supportive adults within the school community.

At Emanuel School students are encouraged to:

- Take action as upstanders if they feel comfortable and are safe to do so, intervening to stop bullying incidents if observed
- Report the bullying incident to a teacher or adult as soon as possible
- Make it clear to their peers that bullying is not accepted

At Emanuel School staff are expected to:

- Take positive action to stop the bullying when they observe an incident
- Pass on information about any reported or observed bullying behaviours to the class teacher, school counsellor, Deputy Head of Primary (Wellbeing) or Head of Primary
- Ensure follow-through with plans and interventions aimed at addressing and preventing bullying incidents

At Emanuel School parents are encouraged to:

- Listen to their child and support them to use appropriate strategies
- Contact the school directly if they have a concern, beginning with contacting the class teacher.

## **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 may include:

1. Guidance and other support for the recipient of the bullying (e.g. re-skilling and re-teaching of strategies, resilience and social skills, counselling, conflict management skills, social networking).
2. Guidance and support for 'bystanders', 'supporters' and witnesses of the bullying (eg intervention strategies).
3. Appropriate and consistent restorative consequences for students involved as necessary and consistent with school Student Management Policy.
4. Where appropriate, informing parents 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 considered along with the individual needs of the student. The School attempts to gather information that is as accurate as possible. Conflicting accounts can make this challenging and the School does its best to make judgements that are both fair and most likely to have occurred.

- 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
  - An 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
  - Preventative actions that will be implemented to avoid further incidents

Decisions will be made as to the level of severity of the incident and parents of those directly involved will be contacted and informed.

- 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 will be kept.
- Regular monitoring and follow up with the students involved as necessary.
- Review of the situation will take place to modify strategies and supports.
- Any further recurrence of bullying may result in a warning regarding suspension and could lead to the implementation of suspension procedures and, if necessary, the removal of the student from Emanuel School.