

# Statement of Values and School Philosophy

## 1. Definitions

- 1.1 Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.
- 1.2 Essential Agreement – a set of negotiated expected behaviours and attitudes that link to each school value which provides the foundation for the school's Positive Behaviours Model.
- 1.3 JumpStart program – delivered in the first 6 weeks of Term 1 where there is an explicit focus on the school values: Achievement, Cooperation, Harmony, Respect and Responsibility
- 1.4 Positive School Behaviours Model - Guidelines and procedures for the management of student behaviour at Coatesville Primary School.
- 1.5 School Values: Achievement, Cooperation, Harmony, Respect and Responsibility.

## 2. Purpose

- 2.1 The purpose of this policy is to outline the values of our school community and explain the vision, mission and objectives of our school.

## 3. Policy

- 3.1 The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.
- 3.2 Coatesville Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning.
- 3.3 Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.
- 3.4 We share a commitment to, and a responsibility for, creating an inclusive, positive and safe school environment for our students. This policy outlines our school's vision, mission, values and expectations of our school community.
- 3.5 To celebrate and embed our Statement of Values and Philosophy in our school community, we:
  - 3.5.1 develop our common understanding of each school value through the 'JumpStart' Program, which leads to each grade level collaboratively creating their grade level Essential Agreements;
  - 3.5.2 display our grade level Essential Agreements promoting the behaviours and attitudes connected our school values;
  - 3.5.3 celebrate our school values in our school newsletter and at the weekly assemblies; and
  - 3.5.4 consistently acknowledge students who actively demonstrate the school values.

## **4. Vision**

- 4.1 Coatesville Primary School vision is for our students to be:
- 4.1.1 creative, energetic and enterprising;
  - 4.1.2 enthusiastic about opportunities offered by new knowledge and technologies to secure a sustainable, social, cultural, economic and environmental future for our country;
  - 4.1.3 working to create an Australia in which all cultures are valued for their contributions;
  - 4.1.4 continuing to develop the values, knowledge, skills and competencies that will lead to a fulfilling and flourishing life; and
  - 4.1.5 demonstrating the values of Achievement, Cooperation, Harmony, Respect and Responsibility.

## **5. Mission**

- 5.1 Our school's vision is:
- 'To nurture the educational journey of all within the school community, so that we "aspire higher," through an engaging and relevant, inquiry-based curriculum, that empowers us to be internationally minded, life-long learners.'*
- To this end, we support students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

## **6. Values**

- 6.1 The Coatesville Primary School Values of Achievement, Cooperation, Harmony, Respect and Responsibility are incorporated into our curriculum and promoted to the staff, students and parents so that they are shared and celebrated as the foundation of our school community through the Essential Agreements.

This is achieved by:

- 6.1.1 Prep – Grade 6 students exploring each Value through in-depth discussions, relevant learning activities, critical thinking skills and negotiation in the classroom.
- 6.1.2 each grade level producing five statements of intent, for each Value. These statements, which make up the grade level Essential Agreement, reflect the common understanding amongst students about the behavioural and attitudinal expectations that contribute to a safe and positive learning community.
- 6.1.3 the grade level Essential Agreement, which are displayed in every learning space, underpinning Coatesville Primary School's Positive Behaviours Model, is referenced by students and teachers throughout the year and reviewed in Term 3.
- 6.1.4 staff develop an Essential Agreement using the school Values

## **7. Behavioural Expectations**

- 7.1 Coatesville Primary School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for children at our school.
- 7.2 As *principals and school leaders*, we will:
- 7.2.1 model positive behaviour, communication and effective leadership;
  - 7.2.2 communicate politely and respectfully with all members of the school community;

- 7.2.3 work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone;
- 7.2.4 behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments;
- 7.2.5 plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school;
- 7.2.6 identify and support students who are or may be at risk;
- 7.2.7 do our best to ensure every child achieves their personal and learning potential;
- 7.2.8 work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly;
- 7.2.9 respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required;
- 7.2.10 inform parents of the school's communication and complaints procedures; and
- 7.2.11 ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

7.3 As teachers and non-teaching school staff, we will:

- 7.3.1 model positive behaviour to students consistent with the standards of our profession;
- 7.3.2 communicate politely and respectfully with all members of the school community;
- 7.3.3 proactively engage with parents about student outcomes;
- 7.3.4 work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly;
- 7.3.5 work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs;
- 7.3.6 communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents; and
- 7.3.7 treat all members of the school community with respect.

7.4 As parents and carers, we will:

- 7.4.1 model positive behaviour to our child;
- 7.4.2 communicate politely and respectfully with all members of the school community;
- 7.4.3 ensure our child attends school on time, every day the school is open for instruction;
- 7.4.4 take an interest in our child's school and learning;
- 7.4.5 work with the school to achieve the best outcomes for your child;
- 7.4.6 communicate constructively with the school and use expected processes and protocols when raising concerns;
- 7.4.7 support school staff to maintain a safe learning environment for all students;
- 7.4.8 follow the school's processes for communication with staff and making complaints; and
- 7.4.9 treat all school leaders, staff, students, and other members of the school community with respect.

- 7.5 As students, we will:
- 7.5.1 model positive behaviour to other students;
  - 7.5.2 communicate politely and respectfully with all members of the school community;
  - 7.5.3 comply with and model school Values;
  - 7.5.4 behave in a safe and responsible manner;
  - 7.5.5 respect ourselves, other members of the school community and the school environment;
  - 7.5.6 actively participate in school; and
  - 7.5.7 support the learning of others and make the most of our educational opportunities.

- 7.6 As community members, we will:
- 7.6.1 model positive behaviour to the school community;
  - 7.6.2 treat other members of the school community with respect;
  - 7.6.3 support school staff to maintain a safe and inclusive learning environment for all students; and
  - 7.6.4 utilise the school's processes for communication with staff and submitting complaints.

## **8. Unreasonable behaviours**

- 8.1 Schools are not public places, and the Principal has the right to permit or deny entry to school grounds (for more information, see our *Visitors Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities.

Unreasonable behaviour includes:

- 8.1.1 speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone;
  - 8.1.2 the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space;
  - 8.1.3 sending demanding, rude, confronting or threatening letters, emails or text messages;
  - 8.1.4 sexist, racist, homophobic, transphobic or derogatory comments; and
  - 8.1.5 the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.
- 8.2 Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.
- 8.3 Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values and School Philosophy may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- 8.3.1 requesting that the parties attend a mediation or counselling sessions;

- 8.3.2 implementing specific communication protocols;
- 8.3.3 written warnings;
- 8.3.4 conditions of entry to school grounds or school activities;
- 8.3.5 exclusion from school grounds or attendance at school activities;
- 8.3.6 reports to Victoria Police; and
- 8.3.7 legal action.

Inappropriate student behaviour will be managed in accordance with our school's *Student Wellbeing and Engagement Policy* and *Bullying and Harassment Policy*.

Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

## **9. Further Information and Resources**

- 9.1.1 *Bullying and Harassment Policy*
- 9.1.2 *Child Safe Policy*
- 9.1.3 *Code of Conduct*
- 9.1.4 *Complaints and Grievances Policy*
- 9.1.5 *Inclusion and Diversity Policy*
- 9.1.6 *Mandatory Reporting Policy*
- 9.1.7 *School Attendance Policy*
- 9.1.8 *e-Learning Policy*
- 9.1.9 *Student Wellbeing and Engagement Policy*
- 9.1.10 *Visitors Policy*

### **Review Cycle**

This policy will be reviewed every four years (or as required) as part of the school's policy review cycle.

**This policy was last ratified by School Council in April 2019**