

Statement of Values and Philosophy

Ratified by School Council October 2021

1. Definitions

- 1.1 Bullying - 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 of the Whole School Value which provides the foundation for the school's Positive Behaviours Model
- 1.3 IB-PYP - International Baccalaureate - Primary Years Programme
- 1.4 JumpStart Program – delivered in the first 6 weeks of Term 1 where there is an explicit focus on the Whole School Values: Achievement, Cooperation, Harmony, Respect and Responsibility
- 1.5 Positive Behaviours Model - Guidelines and procedures for the management of student behaviour at Coatesville Primary School
- 1.6 Whole 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 as both a Government and IB-PYP school.

3. Policy

- 3.1 Coatesville Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.
- 3.2 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 The programs and teaching at Coatesville Primary School support and promote the principles and practice of Australian democracy, including a commitment to:
 - 3.3.1 elected government
 - 3.3.2 the rule of law
 - 3.3.3 equal rights for all before the law
 - 3.3.4 freedom of religion
 - 3.3.5 freedom of speech and association
 - 3.3.6 the values of openness and tolerance.
- 3.4 This policy outlines our school's vision, mission, objective, 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 a common understanding of each of the Whole School Values 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 share our grade level Essential Agreements with our parent/carers;
- 3.5.4 celebrate our School Values in our school newsletter and at the weekly assemblies;
- 3.5.5 consistently acknowledge students who actively demonstrate the School Values; and
- 3.5.6 display the IB-PYP mission statement in each learning space, on our website and in our staff and parent handbooks.

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 globally minded in their thinking;
 - 4.1.5 continuing to develop the values, knowledge, skills and capabilities that will lead to a fulfilling and flourishing life; and
 - 4.1.6 demonstrating the values of Achievement, Cooperation, Harmony, Respect and Responsibility in all aspects of their life.

5. Mission

- 5.1 Our school's vision is:
 - 5.1.1 '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.'
- 5.2 To this end, we support students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy and educated young adults.

6. IB mission

- 6.1 As an IB-PYP school we underpin our teaching using the PYP framework. Our school's vision is also underpinned by the IB mission statement:
 - 6.1.1 The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.
- 6.2 These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'

7. Values

- 7.1 The Coatesville Primary School's Whole School Values of Achievement, Cooperation, Harmony, Respect and Responsibility are incorporated into our pedagogy and promoted to and by the staff, students and parents so that they are shared and celebrated as the foundation of our school community.
- 7.2 This is achieved by:
- 7.2.1 Prep – Grade 6 students exploring each Whole School Value through in-depth discussions, relevant learning activities, critical thinking skills and negotiation in the classroom.
 - 7.2.2 each grade level producing a statement of intent, for each Value. These statements, which make up the grade level Essential Agreement, reflect the common understanding amongst students and staff about the behavioural and attitudinal expectations that contribute to a safe and positive learning community.
 - 7.2.3 the grade level Essential Agreements, 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 at the beginning of Term 3.
 - 7.2.4 staff develop a Staff Essential Agreement using the Whole School Values to outline the common understandings amongst staff about the behavioural, attitudinal and work expectations that contribute to a positive working environment.

8. Behavioural Expectations

- 8.1 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 students at our school.

Principals and school leaders will:

- 8.2 model positive behaviour, communication and effective leadership;
- 8.3 communicate politely and respectfully with all members of the school community;
- 8.4 work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone;
- 8.5 behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments;
- 8.6 plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school;
- 8.7 identify and support students who are or may be at risk;
- 8.8 do our best to ensure every child achieves their personal and learning potential;
- 8.9 work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly;
- 8.10 respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required;
- 8.11 inform parents of the school's communication and complaints procedures; and
- 8.12 ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

Teachers and non-teaching school staff will:

- 8.13 model positive behaviour to students and parents consistent with the standards of our profession both during face-to-face interactions and during online interactions;

- 8.14 communicate politely and respectfully with all members of the school community;
- 8.15 proactively engage with parents about student outcomes;
- 8.16 work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly;
- 8.17 work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs;
- 8.18 communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents; and
- 8.19 treat all members of the school community with respect.

Parents and carers will:

- 8.20 model positive behaviour to our child;
- 8.21 communicate politely and respectfully with all members of the school community;
- 8.22 ensure our child attends school on time, every day they are well enough to attend and that the school is open for instruction;
- 8.23 take an interest in our child's school and their learning;
- 8.24 work with the school to achieve the best outcomes for our child;
- 8.25 communicate respectfully and constructively with the school and use the appropriate processes and protocols when raising concerns - speaking with the classroom teacher, then the Teaching and Learning Leader prior to speaking with school leadership;
- 8.26 support school staff to maintain a safe learning environment for all students;
- 8.27 follow the school's processes for communication with staff and making complaints (see Complaints and Grievances Policy); and
- 8.28 treat all school leaders, staff, students, and other members of the school community with respect.

Students will:

- 8.29 model positive behaviour to other students both face-to-face and while online;
- 8.30 communicate politely and respectfully with all members of the school community;
- 8.31 comply with and model the Whole School Values;
- 8.32 comply with and model the grade level Essential Agreement;
- 8.33 behave in a safe and responsible manner both in face-to-face and online situations;
- 8.34 respect ourselves, other members of the school community and the school environment;
- 8.35 actively participate in school; and
- 8.36 support the learning of others and make the most of our educational opportunities.

Members of the community will:

- 8.37 model positive behaviour to the school community;
- 8.38 treat other members of the school community with respect;
- 8.39 support school staff to maintain a safe and inclusive learning environment for all students; and
- 8.40 utilise the school's processes for communication with staff and submitting complaints (see Complaints and Grievances Policy).

9. Unreasonable behaviours

- 9.1 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 in Schools Policy).

- 9.2 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.
- 9.3 Unreasonable behaviour includes:
- 9.3.1 speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone;
 - 9.3.2 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;
 - 9.3.3 sending demanding, rude, confronting or threatening letters, emails or text messages;
 - 9.3.4 sexist, racist, homophobic, transphobic or derogatory comments; and
 - 9.3.5 the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.
- 9.4 Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.
- 9.5 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:

- 9.6 requesting that the parties attend a mediation or counselling sessions;
 - 9.7 implementing specific communication protocols;
 - 9.8 written warnings;
 - 9.9 conditions of entry to school grounds or school activities;
 - 9.10 exclusion from school grounds or attendance at school activities;
 - 9.11 reports to Victoria Police; and
 - 9.12 legal action
- 9.13 Inappropriate student behaviour will be managed in accordance with our school's Student Wellbeing and Engagement Policy and Bullying and Harassment Policy.
- 9.14 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.

10. Further Information and Resources

- 10.1 [*Bullying and Harassment Policy*](#)
- 10.2 [*Child Safe Policy*](#)
- 10.3 [*Child Safety - Code of Conduct*](#)
- 10.4 [*Complaints and Grievances Policy*](#)
- 10.5 [*Inclusion and Diversity Policy*](#)
- 10.6 [*Digital Technologies Policy*](#)
- 10.7 [*Student Engagement, well-being and inclusion policy*](#)
- 10.8 [*Visitors in Schools Policy*](#)

11. Evaluation

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