



Statement of Values and School Philosophy

PROMOTING HEALTHY SAFE RESPECTFUL SCHOOL COMMUNITIES

PURPOSE

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

POLICY

Roberts McCubbin Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community, and to developing Respectful Relationships through gender equitable practices. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.

The programs and teaching at Roberts McCubbin Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance.

This policy outlines Roberts McCubbin Primary School's vision, mission, objective, values and expectations of our school community. This policy is available on our school website, in our Roberts McCubbin Primary School Policies Booklet.

To celebrate and embed our Statement of Values and Philosophy in our school community, we

- display posters and banners that promote school values
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- discuss our values with students in the classroom, meetings and assemblies.

VISION

At Roberts McCubbin Primary School we believe every child is unique and every child can succeed, and is supported by a learning community that embeds excellence in teaching and learning with high expectations and support for all learners.

MISSION

Roberts McCubbin Primary School's mission is to embed a culture around child safety which is supported by a happy and engaging environment for everyone. The school is committed to the principles of a developmental approach to learning and has established a culture, which reflects a shared vision about how children learn:

- designing teaching and learning strategies to match children's developmental learning requirements
- class structures providing an inclusive, integrated and comprehensive curriculum that maximizes the opportunity for every child to reach his/her potential
- developing a meaningful partnership with parents to create a positive and caring school community
- focusing on the whole child; the educational, social, emotional, physical and creative development

OBJECTIVE

Roberts McCubbin Primary School's Beliefs and Understandings:

All children need to feel safe and happy at school and have the opportunity to reach their full potential. Learning is greatly enhanced when children:

- are supported by developmentally appropriate practice, matching their learning needs to their individual rate of development
- are actively engaged in a variety of learning experiences
- develop a positive self-esteem by experiencing success and knowing that their efforts are valued
- are encouraged to solve problems and be comfortable 'risk takers'
- learn in a stimulating, attractive and supportive environment, where parent involvement is encouraged and celebrated
- are exposed to a variety of learning styles
- work in cooperation and respect the rights of others

VALUES

Roberts McCubbin Primary School's values are:

- *Creativity*
- *Endeavour*
- *Respect*
- *Trust*
- *Honesty*
- *Friendliness*

Creativity: This includes being curious, capable inquirers, using our imaginations, showing our ideas in different ways, thinking flexibly to solve our problems, expressing ourselves, celebrating different ways of learning, exploring our own ideas and taking risks

Endeavour: This includes putting in your best effort, persevering, showing determination, setting achievable SMART goals and being resilient when things don't go according to plan

Respect: This includes taking care of ourselves, our school, others and their belongings, looking after each other, using appropriate voices, words and body language, using good manners and being nice,

accepting and celebrating individual differences and treating others the way you like to be treated

Trust: This includes supporting and believing in others, feeling safe, encouraging others, acknowledging and celebrating the achievements of others, being able to trust all members of our school community, having a go and not being afraid to make mistakes, showing we can safely and appropriately use school equipment

Honesty: This includes being truthful, accepting responsibility for our own behaviour and actions, acknowledging poor choices we sometimes make and accepting appropriate consequences, doing our best and accepting challenges so we can learn

Friendliness: This includes being kind and speaking nicely to your mates and all other members of the school community, acknowledging people by saying 'Hello', being an inclusive school member by asking 'Are you OK?', 'Would you like to play?' or 'Can I help?'

BEHAVIOURAL EXPECTATIONS

Roberts McCubbin 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 the children and young people at our school.

As principals and school leaders, we will:

- proudly promote a safe and welcoming school for everyone – regardless of gender, sexuality, cultural background or family circumstances. We believe everyone has a right to a great education
- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- do our best to ensure every child achieves their personal and learning potential
- work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

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

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes

- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect regardless of their gender, sexuality, cultural background, disability or family circumstances
- be committed to building a school culture and structure that challenges the stereotypes, power differences and social norms that foster gender inequality as a way of contributing to the prevention of violence against women in our society

As parents and carers, we will:

- model positive behaviour to our child
- communicate politely and respectfully with all members of the school community
- model respectful relationships and gender equality practices
- ensure our child attends school on time, every day the school is open for instruction
- take an interest in our child's school and learning
- work with the school to achieve the best outcomes for our child
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect regardless of their gender, sexuality, cultural background, disability or family circumstances
- recognise that gender inequality is one of the key factors driving the prevalence of violence against women in Australia

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.
- treat everyone with respect regardless of their gender, sexuality, cultural background, disability or family circumstances.
- never use insults or sexist jokes
- not tolerate sexism, sexual harassment and discrimination.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect regardless of their gender, sexuality, cultural background, disability or family circumstances

- build a school culture that challenges the stereotypes, power differences and social norms that foster gender equality
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints.

UNREASONABLE BEHAVIOURS

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds.

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:

- Speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
- 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
- Sending demanding, rude, confronting or threatening letters, emails or text messages
- Sexist, racist, homophobic, transphobic or derogatory comments
- The use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students.
- If any student feels that they have been treated in an unacceptable manner, they should report the incident to a member of staff with whom they feel comfortable.

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

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 action taken by the school Principal and/or Assistant Principal.

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

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action

Inappropriate student behaviour will be managed in accordance with Roberts McCubbin Primary School's Safe and Happy Book, *Student Engagement and Wellbeing Policy* and *Bullying Prevention Policies*.

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.

REFERENCES

Other policies which underpin this policy

- *Safe and Happy Book*
- Student Wellbeing and Engagement Policy
- Bullying and Harassment Policy and Procedures
- Student Behaviour Policy
- Parent Complaints policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Resilience, Rights and Respectful Relationships

Evaluation

This policy was last approved and reviewed in May, 2020. To be reviewed in 2023.