

STATEMENT OF VALUES AND SCHOOL PHILOSOPHY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

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PURPOSE

This document outlines the values of our school community and explains the vision, mission and objectives of our school.

STATEMENT

Seaholme Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments. 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.

The programs and teaching at Seaholme 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 our school's vision, mission, objective, values and expectations of our school community. This policy is available on our school website, in our staff induction handbook, and our student engagement guidelines. To celebrate and embed our *Statement of Values and Philosophy* in our school community, we will:

- display posters and banners that promote our values in our school
- 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 AND MISSION

At Seaholme Primary School we work together with our community to ensure 'Success for All'. We provide a stimulating, creative and challenging learning environment where students achieve their personal best. They are supported to grow socially, emotionally and academically, and become respectful, responsible and resilient members of a global community. We offer a robust educational experience for all students through effective communication, strong collaboration and high impact, research-based teaching.

VALUES

Our values: **Respect**, **Responsibility** and **Resilience** are clearly communicated with students through learning opportunities in our quality beginnings program held at the beginning of the year and re-visited periodically throughout the remainder of the year. We teach our values through having staff and community members model

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best practice. Learning our values is based on acquiring the knowledge, developing the skills and adopting the attitude to allow each value to flourish in the person. This school takes into account the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. As a school, we make every reasonable effort to meet the needs of our entire community, we see diversity as our strength and are united by our values.

BEHAVIOURAL EXPECTATIONS

Seaholme 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:

- 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.

As parents and carers, we will:

- model positive behaviour to our child

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- communicate politely and respectfully with all members of the school community
- 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.

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.

As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- 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 (for more information, see our *Visitors and Volunteers Policies*). 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.

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 consequences by the school Principal.

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

- requesting that the parties attend a mediation or counselling sessions

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- 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 our school's *Student Wellbeing and Engagement Policy* and *Bullying Prevention 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.

COMMUNICATION

This statement will be communicated to our school community in the following ways:

- Available publicly on our school's website and through COMPASS
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Referenced at least annually in the school newsletter
- Discussed at student forums
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

- Bullying Prevention Policy
- Child Safety Code of Conduct
- Child Safety and Wellbeing Policy
- Student Engagement and Wellbeing Policy
- Visitors Policy
- Volunteers Policy

REVIEW AND APPROVAL

This statement will be reviewed every 4 years, or earlier as required following analysis of new research or school data. Proposed amendments to this policy will be discussed with students, staff and parents and at School Council.

Policy last reviewed	October 2022
Approved by	Principal and School Council
Consultation (Mandatory)	School staff/School Council October 2022
Next scheduled review date	October 2026