

# STATEMENT OF VALUES AND SCHOOL PHILOSOPHY POLICY

## 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

Strathmore 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.

The programs and teaching at Strathmore 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, our staff induction handbook, and enrolment/transition packs.

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

- display posters and banners that promote your 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

Strathmore Primary School is an inclusive learning community that inspires its members to explore, create and be lifelong learners. We continually grow in our learning through a stimulating and challenging curriculum that enables the development of high-level thinking, independence, resilience, responsibility, interpersonal understanding, trust and respect. Our learning environment enables positive and productive interaction where resources and spaces are utilised effectively.

## MISSION

Strathmore Primary School's mission is to provide students with the best possible foundation in life through a well-rounded education.

## OBJECTIVE

Strathmore Primary School's objective is to ensure all students leave our school with a practical understanding of the curriculum.

## VALUES

Strathmore Primary School's values are.....

<p><b>SAFETY</b></p> <p><i>I act safely and show care for others</i></p> <p><b><u>Key Value:</u></b> <b>RESPONSIBILITY</b></p>	<p><b>RESPECT</b></p> <p><i>I respect people and property</i></p> <p><b><u>Key Values:</u></b> <b>HONESTY, RESILIENCE and INCLUSIVENESS</b></p>	<p><b>LEARNING</b></p> <p><i>I am open to new learning and take responsibility for my effort</i></p> <p><b><u>Key Values:</u></b> <b>INSPIRE, EXPLORE and CHALLENGE</b></p>
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At Strathmore Primary School there is a school-wide approach towards positive student behaviour. We refer to this approach as the “**Positive Behaviour Support**” Framework (or PBS). There are three areas in the framework, being; **Safety, Respect** and **Learning**. In each learning space, a Positive Behaviour Support (PBS) Matrix is displayed, outlining specific actions that are expected with regards to **Safety, Respect** and **Learning** across activities at school. This covers the classroom, the yard, events or on excursions as well as when using the internet or other forms of digital learning. The Matrix acts as a consistent guide for students to know how to behave and learn positively in these contexts.

### **School Values**

Strathmore Primary School has recently aligned its School Values with the PBS Framework. For each area of the PBS Matrix, Key Values have been selected following a process that involved surveying students, the student-led “Resiliency Project”, teachers and parent members of School Council. The graphic below demonstrates the alignment between the areas of the PBS and the School Values.

The Learning Key Values of **Inspire, Explore** and **Challenge** were selected as part of the School Strategic Plan in 2014, to represent the values that are held regarding the teaching and learning program at the school. The school's Positive Behaviours and Values help to create a sense of community and belonging at Strathmore Primary School where learning occurs at the optimal level.

### **Values Education – “Resilience, Rights and Respectful Relationships”**

The school uses the Department of Education and Training's “Resilience, Rights and Respectful Relationships” age-appropriate resource as part of its Values Education program. Throughout the year, students are engaged in age-appropriate learning about values and behaviours that support development and understanding of:

- Emotional Literacy
- Personal Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity
- Positive Gender Relations

Through the Values Education program, students are also educated about safety, including cybersafety, anti-bullying and age-appropriate awareness of risks to safety in the community, including environmental, physical and emotional safety, risks posed by other persons and how and where to seek help when safety is compromised.

## Acknowledging Positive Student Behaviour

At Strathmore Primary School, we believe that it is important to acknowledge positive behaviours and efforts of students. There are often opportunities for students to be acknowledged in special events, however, as a school, we believe it is also important to acknowledge the “everyday” positive behaviours displayed by students. Teachers use the program “Class Dojo” to acknowledge positive behaviour by students at school. Students can be awarded Dojo points at any time of the day for **Safety, Respect** and **Learning**, which are the three key areas of the school’s PBS framework. Students accumulate these points over the year and additionally, each week, “Dojo Champions of the Week” will be identified from each class in the school as well as one for each specialist program. These students will be acknowledged at Assembly and will receive a certificate in class acknowledging their positive behaviour. Additionally, a plaque-sized version of the certificate will be displayed in the Stadium as a reminder of the positive behaviours from students from throughout the year.

## Support

If at any time, you would like to raise an issue regarding the needs of your child/ren in relation to learning or social/emotional matters, classroom teachers provide a good first port of call. Additionally, please feel free to make contact with the Assistant Principal or Principal, particularly if there is a need to discuss more sensitive or complex information. Strathmore Primary School prides itself on being a school that implements a thorough approach towards supporting students with learning and wellbeing. Good communication between parents, teachers and school leadership enables this to occur.

## BEHAVIOURAL EXPECTATIONS

Strathmore 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 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 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:

- 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
- 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 policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

## POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2021
Approved by	Principal
Next scheduled review date	June 2024