****

**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**

Scoresby Secondary College 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 Scoresby Secondary College 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 these 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**

Scoresby Secondary College’s vision is to be the college of choice and to be respected by parents, community, tertiary providers and employers.

## **Mission**

Scoresby Secondary College’s mission is to be the college of choice in the area.

## **OBJECTIVE**

Scoresby Secondary College’s core purpose is to provide a safe, supportive and challenging learning environment that focusses on nurturing the whole person in order to develop active and self-aware contributors to our global community.

## **Values**

Scoresby Secondary College’s values are:

 *Integrity – acting with integrity*

*Nurture – nurturing the whole student*

*Success – celebrating success*

*Pride – taking pride in our achievements*

*Innovation – to look for new and innovative opportunities*

*Respect – demonstrating respect for ourselves, others, and our environment*

*Excellence – striving to always do our best*

Scoresby Secondary College’s learning values are:

* *Responsive* – teaching and learning will respond to globalisation, latest research and innovation
* *Relevance –* teaching and learning will be relevant for the acquisition of skills, knowledge and attributes for the future
* *Rigour –* teaching and learning will be rigourous to meet high expectations

**STATEMENT OF VALUES**

**PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES**

Scoresby Secondary College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

**BEHAVIOURAL EXPECTATIONS**

**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 conduct is expected of everyone.
* Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
* Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
* 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 inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
* Inform parents the school’s communication and complaints procedures.
* Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

**As TEACHERS AND ALL NON-TEACHING STAFF, we will:**

* Model positive behaviour to students consistent with the standards of our profession.
* Proactively engage with parents about student outcomes.
* Communicate politely and respectfully with all members of the school community
* 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, we will:**

* Model positive behaviour to our child.
* 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 complaints processes if there are 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 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 orderly learning environment for all students.
* Utilise the school’s communications policy to communicate with the school.

**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 tolerates at our school.

Unreasonable behaviour and/or failure to uphold the principals of this Statement of Values 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 according 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 and Compass
* Included in staff induction processes
* Included in transition and enrolment packs
* Information evenings with parents/carers
* Made available in hard copy from school administration upon request

## **FURTHER INFORMATION AND RESOURCES**

*Statement of Values and School Philosophy*

*Bullying Prevention*

*Child Safe Standards*

## **REVIEW CYCLE**

|  |  |
| --- | --- |
| Policy last reviewed | November 2021  |
| Approved by | School Council  |
| Next scheduled review date | November 2024 |