



STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

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.

SCOPE

Our school's objectives are considered as part of the 4 yearly strategic planning process and reflected in the goals listed in our current School Strategic Plan (SSP). We also develop an Annual Implementation Plan to operationalise the goals and key improvement strategies contained in our SSP.

POLICY

Chilwell 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 Chilwell 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.

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

- display posters 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

At Chilwell, we value both academic success and wellbeing. We promote, develop, equip, and prepare healthy learners who strive to achieve their full potential by being engaged, focused and enthusiastic. We are committed to making it our mission to promote resilience, positive wellbeing, and mental health for all our students and staff. Chilwell takes a whole school approach to wellbeing through providing excellent mental health support, understanding and intervention. Wellbeing is at the forefront of all we do here at Chilwell, whereby our staff engage and nurture students through a dynamic curriculum that embeds inclusive practices along with academic, social, and emotional wellbeing of each child.

Mission

Our mission is to be 'future makers' for every child, ensuring each child has the necessary academic and wellbeing skills required to fulfil their potential and achieve their personal goals.

Chilwell Primary School is committed to promoting and protecting emotional wellbeing and mental health in our whole school community. Every student has the right to feel safe and every child has the right to learn. We strive to embed resilience and a robust sense of personal worth in every student. We identify and promote strengths ensuring each child has the necessary academic and wellbeing skills required to fulfil their potential and achieve their personal goals.



IMPLEMENTATION

Chilwell Primary School's values are Kindness, Respect, Resilience and Persistence.

Kindness: Kindness is being considerate to yourself and to others. Kindness comes from engaging positive emotions to help us be accepting, compassionate and caring.

Respect: Respect is a positive and considerate way of treating or thinking about someone or something. When people are insulted or treated badly, they have not been shown respect. It is so important that we have respect for ourselves, others, and the environment.

Resilience: We know everyone has to cope with 'ups and downs', and we are looking to use a growth mindset to overcome and cope with life's daily challenges. We want to be able to deal with problems and issues and build up our strength from the inside.

Persistence: To persist is to continue to try and to be determined. Being persistent calls on self-belief, hope, and courage. This allows us to be determined and to have a strong purpose in what we do.

BEHAVIOURAL EXPECTATIONS

Chilwell Primary School acknowledges that the behaviour of staff, parents, carers, and students has an impact on our school community and culture.

Staff have a range of expectations around behaviour and must follow our school and Department policies and the Victorian Public Service Code of Conduct and Values. Teaching staff also adhere to the Victorian Teaching Profession Code of Conduct.

Students are supported by school staff to meet expected standards of behaviour as outlined in our Student Wellbeing and Engagement Policy and Inclusion and Diversity Policy.

We acknowledge a shared responsibility to create a positive learning environment for the children and staff 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
- ensure all parents/carers are aware of the expectations outlined in the Department's Respectful Behaviours within the School Community Policy
- 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 support may be needed to communicate with parents / carers 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
- communicate politely and respectfully with all members of the school community, in line with the Department's Respectful Behaviours within the School Community Policy.
- 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 Policy*).

Unreasonable behaviour that is demonstrated by school staff, parents, carers, students, or members of our school community will not be tolerated at school, during school activities, or online.

Unreasonable behaviour includes:

- being violent or threatening violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- speaking or behaving in a rude, aggressive, or threatening way, either in person, via email, social media, or over the telephone
- sending demanding, rude, confronting, or threatening letters, emails, or text messages



- discriminatory 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 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*.

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.

EVALUATION

- This policy will be communicated to our school community by being available publicly on our school's website.
- This policy will be reviewed as part of the school's three-year review cycle.

Policy last reviewed	16 th October 2023
Approved by	School Council
Next scheduled review date	2026