

# Marlborough Primary School

## School Policies Manual



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## STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

### Aim:

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

### Implementation

### POLICY

The programs and teaching at Marlborough 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 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

Marlborough Primary School's vision is the attainment of educational excellence.

## MISSION

Marlborough Primary School's mission is to provide a safe, supportive and inclusive environment for all students, staff and members of our community.

## OBJECTIVE

Marlborough Primary School objective is to engage all teachers, students and families in working together as a learning community that is dedicated to caring and support, active participation and positive expectations for all students

## VALUES

Marlborough Primary School values are based around our TRIBES agreements of Mutual Respect, Attentive Listening, Appreciation/No Put Downs, Right to Pass, Safety First, Personal Best.

These TRIBES agreements are the common language of our school community.

**Mutual Respect** – to affirm the value and uniqueness of each person; to recognise and appreciate individual differences.

**Attentive Listening** – to use our “eyes, ears and hearts” when listening and to let others know that their opinions are heard and valued.

**Appreciation/No put downs** – to treat others kindly; to make appreciative comments for unique qualities, gifts, skills and contributions; to avoid negative remarks, name calling, hurtful gestures and behaviours.

**Right to Pass** – to be secure in the knowledge that it is acceptable to “pass” in a situation and by doing so, have extra thinking time. Right to Pass is also applicable to playground situations where students are encouraged to “pass” if they recognise that school rules or safety are about to be compromised.

**Safety First** – to understand and be aware that safety of self and others must be at the heart that all we do. This includes physical, social and emotional safety.

**Personal Best** – we recognise that our students have a vast array of skills and strengths. Personal Best celebrates every individual's growth and achievement and recognises when the student has moved onto the next stage of their learning.

## BEHAVIOURAL EXPECTATIONS

Marlborough 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
- 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 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.

### **FURTHER INFORMATION AND RESOURCES**

Marlborough Primary School Student Wellbeing and Engagement Policy  
Marlborough Primary School Communication with School Staff Policy

### **REVIEW CYCLE**

This policy was last updated on April 2018 and is scheduled for review in April 2021.