



STATEMENT OF VALUES



FOSTER PRIMARY SCHOOL– A SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS) &
RESPECTFUL RELATIONSHIPS SCHOOL
OUR VALUES – BE A LEARNER, BE RESPECTFUL, BE CARING AND BE SAFE

MAINTAINING HIGH EXPECTATIONS

Foster Primary School 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,
- promoting equality
- explicitly teaching social and emotional skills.

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. Furthermore, we are committed to achieving gender equality in our school community.

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.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Do our best to ensure every child achieves their personal and learning potential.
- Model the Foster Primary School Values – Be a Learner, Be Respectful, Be Caring and Be Safe.
- 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 maintained.
- Identify and support students who are or may be at risk.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when equitable, inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.

Ratified by School Council August 2020.

- Make known to 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 Foster Primary School values and behaviours consistent with the standards of our profession.
- Proactively engage with parents about student learning and wellbeing.
- 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.
- Promote gender equality in classrooms and broader school activities

AS STUDENTS, WE WILL:

- Model Foster Primary School values to other students.
- Respect ourselves, other members of the school community and the school environment.
- Behave in a safe and responsible manner.
- Actively participate in school.
- Make the most of our educational opportunities and positively contribute to others' learning.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Be familiar with our Foster Primary School values – Be Safe, Be Respectful and Be a Learner
- 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 COMMUNITY MEMBERS, WE WILL:

- Support our commitment to Foster Primary School values and gender equality.
- 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.

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:

- Provide access to evidence based resources and strategies to improve learning, wellbeing and engagement.
- Support schools to implement and monitor learning and wellbeing frameworks, including SWPBS and Respectful Relationships
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

UNREASONABLE BEHAVIOURS

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others, or sends rude, confronting or threatening letters, emails or text messages
- is manipulative or threatening, speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- discriminates against members of the school community based on gender, sexual orientation, cultural background or disability
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.
- communicating with children from other families about alleged incidents without consulting school-based staff.

CONSEQUENCES

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services, alternative communication strategies being applied, formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought informing the police, which may result in a charge of trespass or assault.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.