

FRANKSTON SPECIAL DEVELOPMENTAL SCHOOL STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

PURPOSE

This policy represents the values of our school community and explains the vision and mission of our school.

POLICY

Frankston Special Developmental School (SDS) 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 school and families to support student learning, engagement and wellbeing. We share a responsibility for, creating an inclusive and safe school environment for our students.

The teaching and learning programs at Frankston SDS 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
- openness and tolerance

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 the values in our school
- celebrate our values in our school newsletter
- provide awards and recognition for students who actively demonstrate the values
- reinforce our values through explicit teaching and learning programs
- Set high behavioural expectations through our School-wide Positive Behaviour Support Program

VISION

At Frankston SDS students are 'Learning for Life.' Central to all teaching and learning programs is the development of skills in communication, independence and social competencies.

MISSION

Frankston SDS is committed to:

- Enabling students to achieve their personal best in an atmosphere of mutual respect, cooperation and celebration.
- Ensuring all students feel valued and cared for in all aspects of their school experience.

VALUES

The following values are seen as being central to the life of our school and how all members of the school community should conduct themselves.

- Respect** for yourself and others, being kind and learning our school rules
- Caring** for others in our classroom, school and the wider community
- Sharing** with others, taking turns and working with others
- Individuality** being the best you can and doing the best you can.

BEHAVIOURAL EXPECTATIONS

Frankston Special Developmental School acknowledges that the behaviour of staff and families can play an important part in setting the tone of the school. 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:

- uphold the principles of School Wide Positive Behaviour Support
- model positive behaviour and effective leadership
- communicate politely and respectfully and in a timely manner with all members of the school community
- work collaboratively to create a school environment where behavioural expectations are clearly defined and upheld across the school
- 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 a high level of care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk as per Child Safe guidelines
- provide individualised learning programs for all students
- work with parents to understand their child's needs
- 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
- listen to and act on the concerns of our families in a timely manner

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the School-Wide Positive Behaviour Support Framework
- 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 families, 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
- 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 members of the school community with respect.

As students, we will:

- follow school-wide behaviour expectations
- follow our School-wide Positive Behaviour Plan with assistance from our teachers
- communicate politely and respectfully with all members of the school community
- comply with and model school values
- behave in a safe and responsible manner
- show respect for ourselves, others and the environment
- actively participate in school

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
- compromise our alignment with Child Safe values
- using the threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another's personal space
- sending demanding, rude, confronting or threatening letters, emails or text messages
- sexist, racist, homophobic, transphobic or derogatory comments
- using social media or public forums to make inappropriate or threatening remarks about the school, staff or students.

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 or full exclusion from school grounds or 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*.

Links	Policies: Student Wellbeing and Engagement, Bullying Prevention, Communication to Families, Child Safe, Welfare Policies and Procedures,
Author	Assistant Principal
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References	