'Balit Yirramboi'
Dohertys Creek P-9 College
TRUGANINA

STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 8560 6079.

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

Dohertys Creek 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 Dohertys Creek 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 and provided to staff upon commencement at the College.

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

- display posters and banners 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.

- celebrate varied days of observance and celebration

Dohertys Creek P-9 College's vision is to inspire and empower thinkers. We will create authentic relationships to enable successful living and wellbeing. We will become a recognised centre of educational excellence and inclusion.

MISSION

It takes a village to raise a child

Dohertys Creek College promotes and values academic excellence. We will provide a balanced and high quality personalised curriculum with a strong focus on student wellbeing. We will deliver a stimulating, nurturing environment and challenge all students to attain their highest potential academically, socially, creatively and physically.

VALUES

We will ensure equity for all our children and will do what is needed to assist learning and wellbeing. We are a school culture and community of people who are inspiring, accepting and non-judgemental. We will value everyone's voice in our community. Our values are: Respect, Kindness, Learning, Teamwork and Integrity.

We are committed to the values of:

Respect. Respect is:-

- Caring about people and treating them well
- Valuing ourselves and others
- Speaking and acting with courtesy
- Taking care of people's belongings
- Following the school rules

Kindness. Kindness is:-

- Showing that you care
- Making life better for others by doing good
- Giving help to someone who is sad
- Accepting others who are different
- Thinking about people's needs

Learning. Learning is:-

- Gaining knowledge and skills
- Showing inspiration and creativity
- Doing the best job you can possibly do
- Having goals and a clear focus
- Listening, Purpose and Practice!

Teamwork. Teamwork is:-

- Working together
- Keep a safe and happy environment
- Cooperation and helping others
- Being a team player and sharing the load
- Respecting others

Integrity. Integrity is:-

- Standing up for what you believe in
- Doing the right thing even when it's hard
- Living by the schools values
- Being honest and sincere

EDUCATIONAL PHILOSOPHY

Relationships are everything

Dohertys Creek College is committed to providing a rich curriculum that takes into account the intellectual, social, moral and physical development of all students.

We believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially.

It is our aspiration as educators to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas.

At Dohertys Creek College we are committed to supporting all students to become successful learners, confident individuals and active and informed citizens as articulated in the Melbourne Declaration on Educational Goals for Young Australians.

Every child at our school is somebody's whole world. We will ensure a safe, caring warm inclusive environment where children are nurtured.

Successful learners….

- develop their capacity to learn and play an active role in their own learning
- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines
- are able to plan activities independently, collaborate, work in teams and communicate ideas
- are able to make sense of their world and think about how things have become the way they are
- are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives
- are motivated to reach their full potential.

Confident and creative individuals….

- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing
- have a sense of optimism about their lives and the future
- are enterprising, show initiative and use their creative abilities
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- have the confidence and capability to pursue pathways such vocational qualifications or university
- relate well to others and form and maintain healthy relationships
- are well prepared for their potential life roles as family, community and workforce members
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions

LEARNING AND TEACHING

We believe that real learning involves meaningful engagement where learning is individualized and talents and interests pursued.
Our children are learners of the 3rd Millennium developing Information Communication and Technology skills alongside thinking and self-management skills. Collaboration and competition nurtures every child's ability to work with others and strive for excellence.

As a learning community we acknowledge the capacity of everyone as both a learner and a teacher. The expertise of individuals is celebrated and promoted through peer tutoring, collaboration and performance.

The opportunity to teach others promotes leadership qualities and strengthens understandings.
We will know our children. Knowledge of each child is paramount in providing appropriate learning opportunities for individuals. Children are monitored and assessed against developmental domains including social, emotional, cognitive and physical development. The timetabling of explicit teaching enables individual and small group interactions, assessments and deep instructional teaching responding to our children's needs. Learning
Coaches will work alongside teachers to constantly refine and build on best practice.

- A balance of discovery learning and personal exploration on one hand, and systematic teaching and guidance on the other
- The taking into account of individual differences in abilities, needs and motivation between students
- Individual student goal setting to focus learning
- Student voice to engage and inform
- The provision of explicit links to the student's prior knowledge and skills
- Collaborative learning
- Strategies that enable students to take control of their learning
- Teaching strategies that show students how to transfer skills in new situations
- Opportunities for contact with and observation of experts
- "Just in time" learning - students and teachers accessing information and learning resources when and where they need them

Education is the most powerful weapon we can use to change the world. – Nelson Mandela

At Dohertys Creek College our programs and teaching will adhere and promote principles underlying the Education and Training reform Regulations 2017 :

(1) The programs of, and teaching in, a registered school must support and promote the principles and practice of Australian democracy, including a commitment to—

(a) elected Government; and
(b) the rule of law; and
(c) equal rights for all before the law; and
(d) freedom of religion; and
(e) freedom of speech and association; and
(f) the values of openness and tolerance.

(2) Nothing in this clause is intended to affect the rights accorded to, or the compliance with any obligation imposed on, a registered school under a law of the State or of the Commonwealth.

To empower highly effective student and teacher learning we will ensure our school develops

- a safe and collaborative culture, ensure students can learn in a safe and orderly environment free from distractions.
- effective teaching in every classroom, a focus on literacy and numeracy development. Teachers are provided with ongoing and high quality professional learning and coaching
- a curriculum delivered that is viable and guaranteed, deep learning and essential learnings. That the curriculum is not overcrowded
- individual student goal setting and standard's referenced reporting.

Our students will be thinkers and problem solvers

At Dohertys Creek College

We Believe

We are a community of dedicated and passionate learners working in a dynamic and collaborative environment.

Students will:	**Staff will:**	**Parents/Carers will:**
Set high learning goals and work hard to reach them Be risk takers, learning from their mistakes Follow the code of cooperation Be active listeners Celebrate their own achievements and others' achievements	Have high expectations of their own and student learning Know all students and how best to motivate their learning Be risk takers, learning from their own mistakes Know what they need to teach and be prepared Cooperate with others and work together in learning communities Encourage student voice, listen but also hear	Share their enthusiasm for learning Be involved in the work of the school.

We are focused on social, emotional and academic growth so that our students demonstrate resilience, responsibility and make informed choices.

Students will:	**Staff will:**	**Parents/Carers will:**
Know and show the school values Make wise choices about friendships and relationships Stand up for themselves and others Be engaged in their learning	Know and model school values Build trusting relationships with all students, staff and families Use restorative practices to help students in finding solutions Give feedback on learning and personal behaviours Keep themselves and others safe	Build trusting relationships with the school Know and model school values Have regular, positive conversations with their child Guide children with making wise choices

We serve our students so they will learn and achieve at high levels.

WELLBEING

Our school is committed to:

- Nurturing in students a belief in their own worth and uniqueness
- Supporting the wellbeing of everyone in our community

Dohertys Creek College provides a safe and nurturing environment where teachers, students and families work in an effective partnership where important relationships are fostered.

Dohertys Creek College strives to provide an educational environment which ensures that all students are valued and cared for and feel a sense of connectedness with the school.

At Dohertys Creek College we:

- Encourage all students to develop a high level of self-esteem, confidence and social awareness
- Provide a challenging and comprehensive curriculum which is as broad and flexible as possible to meet the changing needs of society
- Provide opportunities to extend the academic, creative, social, emotional and physical development of each student
- Cater for individual differences to enable all students to experience success
- Place emphasis on literacy and numeracy skills
- Foster and develop personal qualities of respect for individuals in the school and the wider community through promoting cooperation, tolerance and consideration for others

Teachers ensure that the curriculum is differentiated for students in order for them to engage effectively in their learning and experience success.

Dohertys Creek College is deliberate in elevating the importance of student wellbeing alongside student learning as research shows that Social and Emotional Learning improves academic performance. The school's aims to have a positive impact by building community connectedness and community spirit within the school.

Dohertys Creek College deliberately and strategically promotes:

- a positive school community where everybody belongs
- social and emotional learning for students
- parenting support and education
- early intervention for students experiencing difficulties

The PATHs Program is evidence based and implemented throughout the school to support the development of social and emotional competencies. All classroom teachers allocate one hour each week to explicitly teach a variety of values, social and emotional learning skills and understandings and actively practice and adapt these skills to new situations. This teaching is reinforced throughout the week embedded in the curriculum. The school has a wellbeing focus at each whole school assembly and includes a weekly article for the community in the newsletter.

Student Wellbeing

At Dohertys Creek College there is a consistent and positive approach to student welfare. We implement a philosophy and programs approach to help to support student welfare; SWPBS, Berry Street Education Program, Rights, Resilience and Respectful Relationships (RRRR) and **P**romoting **A**lternative **T**hinking **S**trategies (PATHS).

We are committed to the strategies of:

- giving positive reinforcement to improve self-esteem
- acknowledging and celebrating student achievement
- expecting individual students to take responsibility for their own behaviour
- providing support and supervision in the playground
- encouraging understanding and awareness of the school rules

The school also implements the Restorative Practices strategy that seeks to repair relationships that have been damaged in a supportive environment.

RESTORATIVE PRACTICES APPROACH

Restorative Practice is a strategy that seeks to repair relationships damaged, including those damaged through bullying. It does this by bringing about a sense of remorse, restorative action and forgiveness by students.

Rationale

The rationale behind this approach is that when students reflect upon the harm they may have caused:

- they become remorseful and act restoratively
- teachers and students can focus on the unacceptable behaviour of students rather than their moral character
- this can lead to healthier interpersonal relations among members of the school community and learning that is more effective.

Application

Restorative Practice may be conducted with students most directly involved in an incident, where a student is asked to say how she or he has been affected and what needs to be done to put things right, or with a whole class. 'Circle Time' is a structured, regular occasion when a class group meets in a circle to speak, listen, interact, enhance relationships and share concerns. Classroom Circle times develop an understanding of self and others, emotional literacy and interpersonal skills. The key elements of circles are:

- Having positive relationships with classmates
- Understanding and valuing oneself
- Understanding and valuing others

The school's Student Engagement and Inclusion Policy describes the school community's shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and expectations of every member of the school community to engage in and promote a safe and inclusive educational environment. The policy also supports the school's capacity to respond to individual student circumstances and outlines a series of processes, actions and consequences developed in consultation with the school community.

CHILD SAFETY

Dohertys Creek College is a child safe environment. We actively promote the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards.

CODE OF CONDUCT

Dohertys Creek College community is committed to providing a safe, happy and positive learning environment, which meets the needs of all our students at all levels of their primary school life.
The Code of Conduct for students is consistent with Department of Education guidelines and regulations.
The Code of Conduct is based on the principles of:

- the right to be safe
- the right to work, learn and play without interference or harassment
- the right to be valued and respected

The principal and staff have the responsibility to implement the Code of Conduct fairly and consistently.

Parents and guardians have the responsibility to support the school in its efforts to maintain a safe, productive teaching and learning environment.

The students have the responsibility to work, learn and play to the best of their ability and to be polite, fair and well behaved.

The staff at Dohertys Creek College are committed to providing a strong, safe and nurturing environment for all students in our school. We have a positive atmosphere at Dohertys Creek College.

We believe strongly in the teaching of social skills to establish, maintain and develop constructive social relationships. We aim to teach children to manage interpersonal difficulties, to contribute collaboratively and constructively to peers, family, school and the community.

To support the development of social skills we provide a range of experiences to develop skills, solve problems, share information and experience a sense of belonging.

We run many quality welfare programs at our school, these include:

- Values program
- PATHS (Promoting Alternative Thinking Strategies)
- Berry Street Education Model
- School Representative Council. School Representative Council has a say in the running of the school, fundraising and helping others in need.
- Student Leadership
- Leadership Training
- School Captains
- Sports Captains, Specialist Captains
- Principal Consultancy Group
- Focus Groups
- Student Awards
- Student of the Week
- Dohertys Creek College Annual School Awards - Academic Excellence

CURRICULUM

Curriculum covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

Dohertys Creek College encourages its students to strive for excellence in all of their endeavours. To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and culturally inclusive curricula.

Dohertys Creek College will recognise and respond to diverse student needs, through the PLC planning cycle, when developing its curriculum programs and curriculum plan.

Dohertys Creek College places a high priority on the teaching of literacy and numeracy.

Dohertys Creek College will provide a variety of programs that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments and students from language backgrounds other than English.

The school will identify and cater for the different needs of particular cohorts of students when developing its curriculum and career pathways plan. In developing its curriculum plan the school will provide a broad range of educational pathways to ensure improved student outcomes and career pathways.

The Victorian Curriculum will be used as a framework for curriculum development
and delivery at Foundation - Year 10 in accordance with DET policy and Victorian Curriculum and Assessment Authority (VCAA) guidelines.

Curriculum Implementation

Dohertys Creek College Professional Learning Communities (PLCs) will determine and develop the curriculum program, based on the school's curriculum maps that have been developed by the curriculum teams. Student special needs will also be considered when determining the curriculum program to maintain balance and a broad provision of subject choices. Input will be sought from across the school.

To facilitate this implementation, templates for planning, assessment tools and record keeping documentation and pro-formas will be produced by the curriculum teams that reflect the Victorian Curriculum.

The use of Information and Communications Technologies (ICT) will be integrated across the curriculum to support the improvement of teaching and learning outcomes.

Dohertys Creek College will embed student wellbeing in all learning experiences by aligning student welfare and curriculum policies and creating an educational environment and curriculum that is inclusive and meaningful to all students:

- providing an integrated and comprehensive curriculum approach that incorporates the personal and social issues of students into their daily learning experiences
- providing a flexible, relevant, inclusive and appropriate curriculum
- accommodating student developmental needs within the Victorian Essential Learning Standards stages of schooling.

STUDENTS WITH DISABILITIES AND ADDITIONAL NEEDS

DET and Dohertys Creek College are committed to delivering an inclusive education system that ensures all students, including students with disabilities and additional needs , have access to a quality education that meets their needs.

Dohertys Creek College will liaise with DET to provide suitable programs and resources to support the delivery of high quality schooling for students with disabilities. Reasonable adjustments will be made to the curriculum, teaching and environment to support students learning.

KOORIE EDUCATION

Koorie is a contemporary collective or group term. Aboriginal people, whose traditional lands and waters exist within the boundaries that today frame the state of Victoria, are often collectively called Koorie peoples or Koories (sometimes spelt 'Koori').

Dohertys Creek College recognises and pays respect to our First Nations people. We pay respect to Elders past, present and emerging. We acknowledge that our school is built on Aboriginal land in a suburb named Truganina.

As First Nations peoples, the Koorie community holds a unique position within Victoria. Every single child comes from the lineages of rich and unique heritage of this country, and carries this forward into the future for generations of our people to come, as well as for all Australians.

In its constitution, the Victorian Parliament recognises Victoria's Aboriginal people as the original custodians of the land on which the Colony of Victoria was established; with a unique status as the descendants of Australia's first people. The constitution further recognises that Aboriginal People have a spiritual, social, cultural and economic relationship with their traditional lands and waters within Victoria, and have made a unique and irreplaceable contribution to the identity and well-being of Victoria (*Constitution Act* 1975).

We are committed to following the protocols outlined by VAEAI which outline the fundamental principles, procedures and behaviours requested of the education sector in Victoria in order to demonstrate respect to Koorie communities in Victoria.
We will ensure we do not override the discrete cultural values and practices in our local Koorie communities. We will work with VAEAI, LAECGs, KESOs, DET Murrung committee, local schools and

networks in order to develop sound school partnerships required for positive and progressive school practice.

For ATSI children

Every Aboriginal and Torres Strait Islander child is precious. We honour these children, a commitment which starts in early childhood and continues throughout life.

Our core values are *nurture* and *aspiration*:

- to nurture each and all ATSI children as they grow to become custodians and protectors in their communities of their unique heritage, and contribute this special heritage to the whole Victorian and wider Australian community; and
- to provide education and training services and pathways which will wholly meet their aspirations for success in their own lives and families.

Strategy and actions recommended by our Koorie community are:

- child-centred, and individual-focused – self-determination in policy and in action
- family oriented and success oriented – family-determination in policy and in action from early childhood onwards
- unapologetically proactive in addressing 'closing the gap', for vulnerable children, where the data shows a continuing gap in participation and outcomes between Koorie Victorians and other Victorians – no gap is acceptable in today's world
- respectful of gender.

Further to the final point, aspects of teaching to our ATSI students which might extend into traditional, and sacred gender-held business, sometimes referred to as 'women's business' or 'men's business', need to be respected as such.

For all Victorian children

Education curricula from Foundation (Preparatory) Year through to Year 10 - aligned to the Australian Curriculum and delivered in Victoria through the Victorian Curriculum - are required to incorporate Aboriginal histories and cultures in their teaching program across most learning areas, so that all children are taught about the histories and heritage, cultures and perspectives of Australia's First Peoples.

All Victorian students need to learn to appreciate:

- the natural sovereignty which Aboriginal and Torres Strait Islander Peoples held across Australia prior to invasion, colonisation and Federation; and still hold
- the major events which have affected Koorie communities since colonisation
- the richness of heritage which today's First Peoples hold for Australia and which benefits all Victorians, and the richness of our current living cultures
- the invaluable contribution of Aboriginal and Torres Strait Islander People to the development of this nation
- the Koorie community in Victoria are many peoples – incorporating 35-40 language groups3
- Victoria is also home today for Aboriginal and Torres Strait Islander people from many groups from across other parts of Australia
- identity of Aboriginal and Torres Strait Islander people is determined only Aboriginal and Torres Strait Islander people.

Dohertys Creek College is committed to providing culturally appropriate and inclusive programs to indigenous students though:

- following the Marrung strategy to ensure all Koorie Victorians achieve their learning aspirations and realise the full benefits of the Education State reforms across early childhood, schools and further education
- http://www.education.vic.gov.au/about/programs/aboriginal/Pages/marrung.aspx
- working in partnership with the Koorie Education Support Officers (KESOs) and the Koorie community to develop an understanding of Koorie culture and the interpersonal relationship with the Koorie community, for example via Local Aboriginal Education Consultative Groups (LAECG)

- supporting the development of high expectations and individualised learning plans for Koorie students
- creating an environment that respects, recognises and celebrates cultural identity through practice and curriculum
- implementing initiatives and programs that meet student needs and in partnership with the Koorie community.

CHILDREN IN OUT-OF-HOME CARE

We are public parents of children in out-of-home and as such, it is incumbent on us to ensure we fulfil our obligation as any good parent would.

Out-of-home care is a temporary, medium or long-term living arrangement for children and young people who cannot live in their family home.

We will hold high aspiration for our children in care and do what is needed to support their learning and wellbeing

Out-of-home care most commonly refers to statutory out-of-home care, where a child or young person cannot live with their family home and a legal order is in place to support the arrangement.

'Statutory out-of-home care' includes foster care, kinship care, permanent care and residential care. In Victoria, the Department of Health and Human Services (DHHS) has oversight of these arrangements.

Out-of-home care also includes 'informal out-of-home care' arrangements. Informal out-of-home care refers to an arrangement in which a child is living with someone other than his or her parent or legal guardian. DHHS usually does not have oversight of these arrangements.

Schools, child protection practitioners and caseworkers are required to meet their obligations under the Out-Of-Home Care Education Commitment: A Partnering Agreement.

Upon enrolment or entering out-of-home care:

- Enrol child or young person without delay
- Record out-of-home care status in the school's student information record keeping mechanism (under 'living arrangements' in CASES21)
- Provide advice to the out-of-home carer about their eligibility for assistance via Camps, Sports and Excursions Fund and State Schools Relief (uniform)
- Liaise with the child or young person's previous school or early childhood education service to ensure the transfer of relevant information including the Individual Education Plan or Transition Learning and Development Statement

For every student in out-of-home care, Dohertys Creek College will:

- appoint a learning mentor (within the first term)
- assign a student support group (within the first week)
- develop an individual education plan (within the first week)
- develop an educational needs assessment (within the first term)
- nominate a designated teacher

Dohertys Creek College will champion students in out-of-home care and support LOOKOUT Centres advocacy.

BEHAVIOURAL EXPECTATIONS

Dohertys Creek College 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.

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes
- Included in staff handbook/manual
- Included as annual reference in school newsletter

RELATED POLICIES and resources

Department of Education and Training policies and resources:

- Work-Related Violence in Schools Policy

- Respectful Behaviours within the School Community Policy

Dohertys Creek P-9 College policies:

- Student Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Parent Complaints Policy
- Respect for school staff policy
- Visitors Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2023
Approved by	School Council
Next scheduled review date	November 2026