

# BENTON JUNIOR COLLEGE

## STATEMENT OF VALUES AND PHILOSOPHY



### Help for non-English speakers

If you need help to understand this policy, please contact the school office on phone 59 739100

### 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

Benton Junior 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.

Benton Junior College fosters a community of learners who are confident, creative and challenged to achieve their full potential.

The programs and teaching at Benton Junior 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, 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 that promote our values in our school
- promote and 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

Benton Junior College vision embraces:

- ***The celebration of individual self-worth.***

To enhance the capabilities of all learners, so that they may relate their experiences to the realities of the world.

- ***Respect and empathy that will enhance a sense of family, community and international spirit.***

Interpersonal relationships which focus on a sense of family and community spirit as the foundations of responsible citizenship and international understanding. Community support for the whole child; a child with a positive self- image, who respects the rights of others.

- ***Individuals to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective in all they do.***

To nurture all learners, by harnessing creative curiosity and fuelling a passion to learn. Learning is relevant and meaningful through the use of an inquiry-based approach rich in quality learning experiences - academic, social, emotional, spiritual and physical.

- ***A concept driven curriculum where structured, purposeful inquiry is a powerful tool for real learning; learning which promotes genuine understanding and encourages the engagement of important ideas.***

To provide a learning environment that seeks to appreciate the richness of cultures, embracing diverse values and attitudes, always conscious of the shared humanity that binds all people together.

- ***Learning together in happy, safe and challenging environments.***

Learning is given meaning when applied to real life and through interactions with other people. To provide programs which encourage active and compassionate lifelong learners who understand that other people, with their differences, can also be right.

## MISSION

Benton Junior College mission statement is:

“To motivate to learn; to teach to think; to encourage to imagine, and to show the compassion to care globally”.

## VALUES

Our values are embedded in our curriculum which encompasses the Primary Years Program, Learner Profile.

Benton students strive to be:

***Inquirers:*** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

***Knowledgeable:*** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

***Thinkers:*** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

***Communicators:*** They understand and express ideas and information confidently and creatively in a variety of modes of communication. They work effectively and willingly in collaboration with others.

***Principled:*** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

***Open-minded:*** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

***Caring:*** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment and responsibility to have a positive influence on themselves, the lives of others and to the environment.

***Risk-takers:*** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## BEHAVIOURAL EXPECTATIONS

Benton Junior 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.
- show pride in my school
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- accept learning challenges with enthusiasm
- 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 in transition and enrolment packs
- Made available in hard copy from school administration upon request

## FURTHER INFORMATION AND RESOURCES

- Student Wellbeing and Engagement Policy
- Communication Policy

## REVIEW CYCLE

<b>Policy last reviewed</b>	9.8.2022
<b>Approved by</b>	Principal
<b>Endorsed by</b>	School Council
<b>Next schedule review date</b>	December 2025