



# MOUNT ERIN SECONDARY COLLEGE

## Respectful Relationships & School Values Policy

*PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES*

### **POLICY STATEMENT**

Mount Erin Secondary College in conjunction with The Department of Education and Training is committed to treating everyone with dignity and respect. The College school values are an underlying focus when dealing with any 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. The College values encompass:

- the provision of a safe and supportive learning environment
- building relationships between students, parents and staff
- providing a safe working environment for staff.



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.

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.

### **PURPOSE/AIMS/OBJECTIVES/RESPONSIBILITIES**

#### **AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:**

- 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.

- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- 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 and do our best to ensure every child achieves their personal and learning potential.
- 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 positive behaviour to students consistent with the standards of our profession.
- 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.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students.

#### **AS PARENTS, WE WILL:**

- Model positive behaviour to our child.
- 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.

**Treating all school leaders, staff, students, and all members of the school community with respect are expected and are undertaken specifically in the following ways:**

- Listen to your child/ren, but remember that a different 'reality' may be possible (keep an open mind Use respectful language towards staff and other members of the school community.
- Remain calm and polite when communicating with staff and other members of the school community.
- Be aware that an issue may have more than one side, so you need to be prepared to listen to and to seek verification of facts before any further action.
- Not approaching another child whilst in the care of the school to discuss or chastise them.
- Be mindful of what you say in order to respect the reputation of the teachers.
- Respect teachers' preparation time before or after school, try to make a mutually convenient time to speak with a teacher.

- **All parents and visitors to the College wishing to speak to a staff member are required to make a meeting appointment through the General Office.**
- Avoid discussing any grievances in front of their child/ren regarding the school,
- **It is important to note that criticism regarding a staff member will only be heard if it is related to their professional conduct.**
- Recognising that it is not appropriate to make comments about students, staff or the College on social media platforms that may cause harm or denigrate the individual, group or the College's reputation

Where a parent has any concerns regarding the safety and wellbeing of their child/ren they should;

- Contact the appropriate Year Level Coordinator and try to resolve the concern with mutual respect and clear communication.
- Report any inappropriate behaviour to the appropriate Year Level Coordinator, Welfare Coordinator, the Assistant Principal or Principal.

#### **AS STUDENTS, WE WILL:**

- Model positive behaviour to other students.
- 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.
- On excursions, assisting (in class or on camp) follow the instructions and wishes of the teacher.
- Recognise that it is not appropriate to make comments about other students, staff or the College on social media platforms that may cause harm or denigrate the individual, group or the College's reputation.

#### **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 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 support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools to respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- 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 THIS STATEMENT OF VALUES**

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

### **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.
- 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.
- Inappropriately uses social media as a forum to raise concerns/make complaints against the school.
- Is physically intimidating, e.g. standing very close.

### **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.

If a parent is concerned or unsure of any information contained in this document please seek advice from the Assistant Principal or Principal.

### ***Appendices & Supporting Links***

Website of respectful Relationships for PARENTS

<http://www.education.vic.gov.au/about/programs/health/Pages/respectfulrelationships.aspx>

Website of respectful Relationships for SCHOOL LEADERS

<https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/parentbehaviour/default.aspx>

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| Date Approved:  | .... 2018 |
| Date of Review: | .... 2019 |

Person(s) Responsible for Completing Review:

**School Administration Team, led by the  
College Principal in conjunction with  
College Council**