



Department of
Education



YANGEBUP PRIMARY
POSITIVE SCHOOL CULTURE POLICY
FOR STUDENTS
Updated October 2025



YANGEBUP PRIMARY

Positive School Culture Policy Kindness-Respect-Responsibility-Achievement

Commenced September 2023

Vision

Yangebup Primary School is committed to promoting a respectful environment that gives students a sense of belonging, the safety to take risks, use restorative approaches to solve problems and achieve their academic goals.

Our Aim

To see restorative approaches as a way of thinking and interacting with relationships at the centre of all actions and decisions. Restorative approaches encourage empathy, respond to needs, viewing conflict as an opportunity to learn, grow and become accountable for actions and processes to repair harm.

Outcomes

Students

- Ensure students consistently model the PBS expectations of **Kindness, Respect, Responsibility** and **Achievement** around our school.
- Improved learning environment for all students.
- Introduce multi-tiered systems of support.
- A safe and positive environment for all members of the Yangebup Primary School community.

Staff

- Ensure staff have the capacity to be responsive to the need of the student rather than reacting to the situation.
- Build the capacity of students, using restorative approaches, to establish and maintain positive peer relationships.
- Develop a consistent whole school common language and approach to maintaining a Positive Behaviour in School's approach.

Community

- Ensure there are positive, prompt, channels of communication with families/carers.
- Inform and encourage family participation in positive school experiences.

Information about this policy and procedures to be transparent and accessible to all.

School Culture

Vision

Yangebup Primary School is committed to promoting a respectful environment that gives students a sense of belonging, the safety to take risks, use restorative approaches to solve problems and achieve their academic goals.

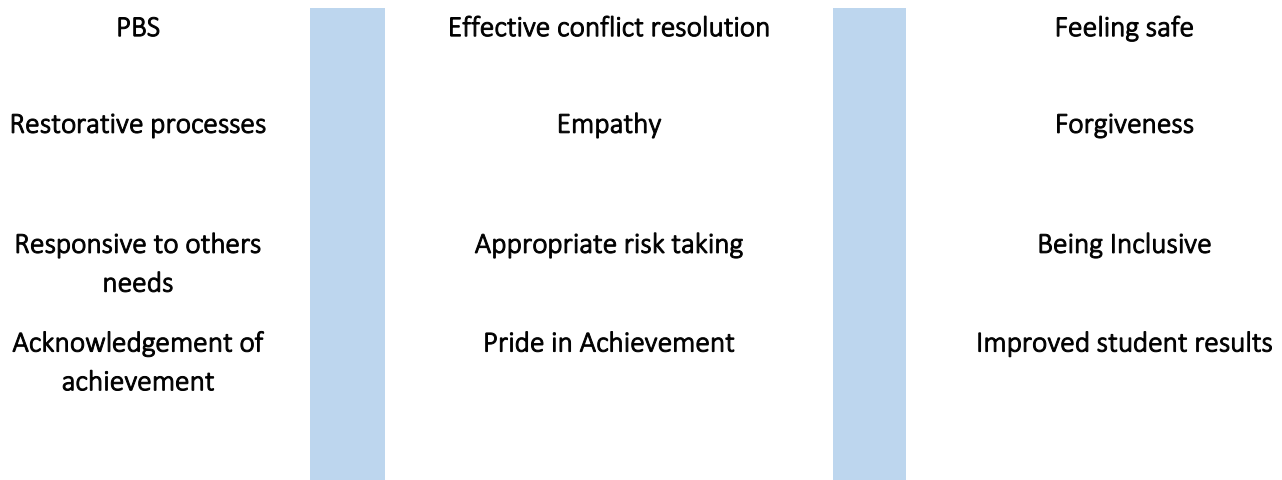
Our aim is to create a culture which evolves around:

- **Kindness**
- **Respect**
- **Responsibility**
- **Achievement**

A positive school culture can be achieved through a staff commitment to and delivery of Yangebup Primary Schools Positive Behaviours School Expectations:

- Positive Behaviour School Initiative (PBS)
- Restorative Processes
- Curriculum and Pedagogy
- Targeted student Well Being programs

Characteristics of our Positive School Culture include:



Preventative Strategies:

Everything we do is about changing our behaviour in a way that produces the highest probability of student success.

Tier 1	Prevention strategies	
1.	Leadership Team	<i>Lead the school through a process of developing and gaining consensus on beliefs, expectations, and procedures. With a plan.</i>
2.	Define Expected Behaviours	<i>Explicitly teach School Expectations and procedures.</i> <i>Agreed upon expectations are promoted through a common language and pro-active recognition of responsible behaviours.</i>
3.	Teach Expected Behaviours	<i>Use staff mini skits/Check Out Circles and explicit teaching power points to teach expected behaviours.</i>
4.	Encourage Expected Behaviours	<i>Provide regular feedback to students about their behavioural progress. Act on incidents of appropriate behaviour.</i>
5.	Raise Engagement	<i>Use evidence-based practices to maximise learning for all students.</i>
6.	Respond to unproductive behaviours	<i>Maintain consequences that are consistent with a process fair to all.</i>
7.	Monitor/plan/address	<i>Collate and analyse data on identified behaviours. Use data findings to refine/add/remove school procedures.</i>
Tier 2		
1.	Check in/out Circles	<i>Check In: Conduct class circles to discuss issues/concerns when required.</i> <i>Check Out: Reflect on School expectations, when students have demonstrated them or times when they should have been utilised.</i>
2.	Targeted social skills instruction	<i>School Chaplain to work with identified Tier 2 year 3/4 students who require assistance with social & emotional regulation. This instruction may be expanded to other learning phases in the future.</i>

4. Clubs *Establish Extra Curricular Clubs for students to meet and enjoy leisure activities with a focus on strengthening social skills.*

Tier 3	Intervention	
1.	Function based support	<i>Conduct a Functional Behavioural Assessment (FBA) to inform student support strategies.</i>
2.	Wraparound	<i>Provide Case Management, Counselling, Crisis Care at point of need.</i>
3.	Student centred planning	<i>Plan a process that aims to meet the needs of students while also accommodating the needs of the school.</i>

Good Standing

Years 3 to 6

‘Good Standing’ is not a tool to enforce compliance. Instead, the purpose is to assist students to understand that they need to demonstrate a level of responsibility to participate in extra-curricular activities.

All students are automatically granted ‘Good Standing’ status at the start of the school year. Good Standing status is automatically reinstated at the start of each term.

The Yangebup Way

Students:

- Work to the best of their ability during lesson periods
- Communicate politely with all school community members
- Ask for assistance from staff when conflict becomes an issue
- Follow the school expectations (Kindness, Achievement, Respect, Responsibility)

To assist students, verbal reminders about the need to maintain our Good Standing will be conducted on a regular basis. School expectation tokens/Admin vouchers/Class rewards will be used to acknowledge students demonstrating the Yangebup Way.

Yangebup Good Standing may be lost when:

- Students are seriously or consistently disrespectful to staff.
- Students intentionally threaten or physically hurt any member of the school community.
- Students are suspended or withdrawn for a breach of the school code of conduct.

Final decision on Student Good Standing will be made by Administration.

Communication with Parents and Guardians:

- If a student is in danger of losing their Good Standing, admin need to be notified and what the goals/plan is moving forward. Parents/Guardians will then be notified by the teacher outlining a plan with goals for improvement.
- Parents/Guardians will be notified by Administration if their student loses Good Standing. The teacher will contact or meet with the student and parent to discuss how Good Standing can be reinstated.

Regaining of Good Standing:

- Students need to have the opportunity to demonstrate responsibility for actions by working towards regaining their Good Standing for a minimum of one to two weeks depending on their individual plan/age.
- Strategies for regaining 'Good Standing' will be described in the Individual Student Plan and should be aimed at ensuring the student can achieve them, as well the class teacher being able to manage them.
- At the end of the behaviour agreement period a review will determine whether the student can be considered for the next Good Standing event.

At Yangebup Primary School, we have identified the following Good Standing events:

- Year 6 camp
- Student leadership roles:
 - Parliament Positions
 - Faction Captains
 - School Service Roles
- Choir
- Interschool Sports
- *Incursions/excursions. Please note excursions and incursions are usually part of the curriculum and generally will NOT be good standing events unless otherwise identified and communicated with staff, parents, and students prior to the event.*
- Lunchtime Clubs
- Before/after School programs

Principal's Discretion:

The Principal may choose to maintain or remove a student's Good Standing status on a case-by-case basis, taking into consideration mitigating factors such as:

- Extenuating circumstances that may have produced out of character behaviours
- Special Needs
- Personal circumstances
- Significant improvement in behaviour after the event
- Other related circumstances deemed appropriate by administration

ANTI - BULLYING

What is Bullying?

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Whether or not the incidents are defined as bullying, negative behaviour needs to be addressed.

What can students do?

These strategies **DO NOT** work:

- fighting back
- bullying the bully
- ignoring it and walking away
- just playing with a different group of students
- remaining silent about the problem.

Students are encouraged to:

- Understand they have the right to feel safe
- Tell a trusted adult
- React calmly and confidently to the bully, act unimpressed and say something dismissive such as “okay, whatever”
- Develop a trusted group of friends

What can parents do?

- Talk to your child about bullying before it happens.
- Be aware of changes and signs of distress.
- Take an active interest in your child’s social life and acquaintances
- Talk to your child calmly about the incident or incidences. Find out the details to determine whether it is bullying or other negative behaviour. Help your child develop strategies
- Inform the school. Do not deal directly with other children or their parents on the school site.
- Reassure your child that bullying is not their fault and that you and the school will work together to resolve it.

What if my child is bullying others?

- All children are capable of bullying others. It is understandable for parents to be shocked or be doubtful of it at first. However, most students, with a little guidance, will learn more appropriate ways to interact with others.
- Talk to your child to try to understand why they might be bullying another child.
- Help your child to understand the impact of their actions on others.
- Talk about and practise more positive ways to interact with others.
- Encourage your child to talk to you about their concerns.

What will the school do?

Prevention at a Whole School Community Level

- Develop a culture of respect and kindness through teaching of our School values and PBS program.
- Promote a school culture that seeks to be proactive and restore relationships affected by persistent or unresolved conflict
- Promote collaborative relationships between the school, parents and the wider community

Prevention at a Classroom Level

- Implement teaching and learning programs to develop positive communication, empathy, tolerance, assertiveness, social and coping skills.
- Teach students social and emotional skills through SEL (Social and Emotional Learning) programs
- Maintain supportive and inclusive classroom environments
- Continue developing a shared understanding of bullying and strategies to prevent and respond to it

Prevention at a Playground Level

- Coordinate a highly visible and active approach to playground supervision
- Implement identification of and supervision adjustments to high-risk situations and settings

- Offer a range of organised activities during break times that encourage positive peer relations and networks
- Provide developmentally appropriate unstructured playground activities and equipment
- Recognise and reinforce positive playground and pro-social behaviour; and
- Develop and communicate whole-school processes for responding to playground issues.

Response

Yangebup Primary School believes that all members of our school community should be committed to ensuring a safe and supportive environment where all members have the right to be respected and have a responsibility to respect each other.

- We will listen to all parties and respond with respect and empathy.
- We will work with all parties to stop bullying behaviour. This begins with an investigation into the behaviour through interviews and observations. A plan is then drawn up which may involve a variety of strategies including restorative justice processes, counselling, disciplinary action, intervention by the school Psychologist and/or Chaplain and bystander and bullying education.
- We will work with parents of both parties and review plans to ensure progress is being made.

PLAYGROUND PROCEDURES

Playground Guidelines

Students will be reminded to display their PBS **KARR** behaviours by:

- Walking on paved areas
- Playing in shaded areas if they do not have a hat e.g. veranda or sensory garden
- Play ball games in designated areas approved by Admin
- Look after school play equipment
- Keep their hands, feet, mouth and objects to yourself
- Seek staff permission to enter buildings

Administration Referral for Playground Behaviour Incidents (Red)

- **Red slips** Major incidents
- **Green slips** medical incidents
- **White card** Ice Pack only

Ice pack cards

Students are given a white card when they require an ice pack for a minor injury. Students take their card to the front office and exchange it for an icepack.

Whistle

- Signals via a whistle will only occur from an Administrator for the recall of students.
 - 3 Single blasts for wet weather call
 - Long continuous blast for lock down e.g., evacuation
- Area 3 duty teachers may use a single blast to send students back off the oval.



Yangebup Primary School PBS Expectations

Pride and Achievement

	Kindness	Respect	Responsibility	Achievement
Classroom	- We accept and appreciate others' views. - We encourage and support others. - We co-operate with others. - We share.	- We follow class instructions and rules. - We are polite and use our manners. - We allow others to learn.	- We come to school every day. - We organise our own equipment. - We clean up after ourselves. - We take care of school equipment.	- We try our best. - We complete work with pride. - We attempt all tasks.
Playground	- We are inclusive, we make room for one more. - We share equipment. - We play games fairly. - We take care of others.	- We keep our hands, feet, and mouth to ourselves. - We use appropriate language. - We walk on the pathways. - We put our rubbish in the bin. - We wear our hat every day. - We eat while seated in the correct area.	- We identify and manage our emotions. - We look after equipment and return it. - We take responsibility for our own items. - We report problems to a duty teacher. - We use toilet blocks correctly.	- We follow the duty teacher's instructions. - We are on time after breaks. - We are good sports, and we follow the rules of the game.
Everywhere	- We offer to help. - We smile and greet others. - We apologise sincerely. - We show sympathy for others.	- We wear our school uniform with pride every day. - We are polite to members of the school community. - We walk our bikes/scooters on school grounds. - We are honest. - We respect others' privacy.	- We wait for a teacher before entering a classroom. - We report problems to our teacher. - We take responsibility for our choices.	- We care for our environment. - We go to correct areas before school. - We take turns.