PALMY PAGE – BEHAVIOUR

Supporting students to learn, connect and thrive.

OUR BELIEF – THE WHY?

At Palmerston District Primary School, we believe behaviour is a form of communication and an opportunity for learning. When challenges occur, we respond with clear systems and strong relationships that prioritise safety, connection and growth.

Our goal is to support positive learning, reduce repeated behaviours and create space for repair. Through timely, flexible and mindful responses, we help staff and students build the skills needed to engage, participate and achieve.

HOW WE WORK – THE HOW?

We use a Multi-Tiered System of Support (MTSS) informed by Positive Behaviour for Learning (PBL) and Real Schools restorative approaches.

STUDENTS AT THE CENTRE

Behaviour is communication. We seek to understand the student, their needs, the context and what the behaviour may be communicating.

EQUITY & TRANSPARENCY

Expectations, processes and responses are clear and consistently understood. Equity means responding to point of need — not necessarily responding to every student in exactly the same way.

STRATEGIC USE OF PEOPLE

Teachers remain connected and engaged with students. Buddy teachers, LSAs, Executives, Senior Executives and other supports are engaged strategically as student need increases.

CONTINUITY & RESPONSIVENESS

We respond early and flexibly. Strategies increase, decrease and adapt according to behaviour, risk, context and the student's response to support.

SHARED RESPONSIBILITY

Behaviour support is everyone's responsibility. Staff communicate, collaborate and work with students and families to support safety, learning, repair and successful re-engagement.

OUR TRAFFIC LIGHT APPROACH — MTSS BEHAVIOUR RESPONSE

The traffic light identifies the level of behaviour and support required — it does not label the student.



GREEN — UNIVERSAL - *All students, all of the time*

All staff teach and reinforce our school-wide expectations, use PBL (including 10 Essential Skills processes) and real schools restorative approaches Universal strategies create safe, respectful and predictable environments so all students can learn and thrive.

YELLOW — INCREASED Minor / manageable behaviours

When minor behaviours continue, staff use additional universal restorative approaches (Real Schools) to repair and re-teach. Teacher-led strategies with teaching team are to be used.

ORANGE — ESCALATED Significant / ongoing behaviours

If behaviours escalate or Yellow strategies are not working, Executive awareness and engagement is required. We use Selective intervention strategies, Behaviour support planning and Increased monitoring

RED — TARGETED / EMERGENCY High-risk / unsafe behaviours

For targeted or emergency behaviours, or when selective interventions are not working, direct Executive and Senior Executive involvement is required. We implement targeted interventions and intensive supports with continued teacher engagement.

1. POSITIVE BEHAVIOUR FOR LEARNING — PBL

1. Values & Expectations We establish and explicitly teach our agreed school-wide expectations:

Safe • Respectful • Learner

2. Teach Values & Expectations We explicitly teach, model, practise and revisit what our expectations look like across different settings.

3. Acknowledge & Reinforce When students are meeting expectations, we notice, name and positively reinforce the behaviour we want to see.

4. Respond & Restore When expectations are not met, we respond consistently, reteach what is expected and support students to repair and successfully re-engage

2. THE 10 ESSENTIAL SKILLS

Staff use the 10 Essential Skills to classroom management:

1. **Set expectations** linked to our school-wide expectations.
2. **Give clear instructions** concise, observable and achievable.
3. **Wait and scan** allow processing time and monitor response.
4. **Positively acknowledge** notice/reinforce expectations.
5. **Non-verbal prompt** eye contact, gesture or move closer.
6. **Descriptive statement** neutrally describe the behaviour
7. **Selective attending** - focus on the primary not secondary behaviour.
8. **Brief corrective direction + reteach**
9. **Apply a logical consequence**
10. **Reset** —regulate, reconnect and reset.

RESTORATIVE APPROACHES — REAL SCHOOLS

Restorative practice helps us move beyond simply stopping behaviour towards **connection, responsibility, repair and re-engagement.**

Our restorative response seeks to:
CONNECT → ACKNOWLEDGE HARM → IDENTIFY EXPECTATION → REPAIR → RESTORE

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OUR RESPONSE PROCESS: TRAFFIC LIGHT APPROACH IN ACTION

1. Observe and Connect
Notice what is happening and connect with the student. Consider safety, relationships, regulation and context.

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2. Identify Traffic Light & Antecedent
Determine the appropriate level — Green, Yellow, Orange or Red — and consider what happened immediately before the behaviour.

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3. Implement Strategy
Implement traffic light action, consider:
Reduce triggers or barriers.
Replace behaviour by explicitly teaching an alternative skill or response.
Reinforce the behaviour, regulation or engagement we want to see.

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4. Monitor & Restore
Monitor the response, repair relationships, restore connection, document and determine the next level of support.

WE MOVE UP AND DOWN - **The traffic light describes the level of behaviour and support required in that moment — not the student.**

GREEN → YELLOW → ORANGE → RED when additional support is required.
RED → ORANGE → YELLOW → GREEN as the student regulates, reconnects and successfully re-engages.

The goal at every level is to return students to safe, successful participation in learning, rather than keeping them at a higher level of response once that level is no longer required.

Level	When we use it	What it looks like in the moment	Who's involved	What it looks like after
🟢 **GREEN — UNIVERSAL**	All students, all of the time. Proactive practice that prevents behaviour and creates the conditions for learning.	1. Connect and establish a positive learning environment. 2. Set and teach PBL values and expectations. 3. Use Essential Skills 1–4: set expectations, give clear instructions, wait & scan, positively acknowledge. 4. Notice, name and reinforce expected behaviour. 5. Reteach expectations when needed.	Teacher / all staff All students	• Continue high-quality universal practice. • Reinforce successful behaviour. • Notice emerging needs or patterns. • Adjust universal teaching/routines where required.
🟡 **YELLOW — INCREASED**	Minor or manageable behaviour, early signs of dysregulation / disengagement, or behaviour continuing after initial universal responses.	1. Connect calmly and identify what is happening. 2. Consider the antecedent — what happened before? 3. Use Essential Skills 5–10 progressively: non-verbal prompt → descriptive statement → selective attending → brief corrective direction/reteach → logical consequence → proximity/reset (i.e. Buddy Teacher for period) 4. Use a brief restorative conversation where appropriate. 5. Reduce, replace and reinforce — reduce the barrier/trigger, teach the replacement behaviour and reinforce success. 6. Support the student to re-engage.	Teacher leads Buddy teacher / LSA may support where appropriate.	• Restore and reconnect. • Reteach/practise the expected behaviour. • Acknowledge successful re-engagement. • Teacher monitors for patterns. • Record a **Minor in SAS** where required. • Communicate with family where appropriate. • Repeated/minor patterns may trigger additional support.
🟠 **ORANGE — ESCALATED**	Significant, repeated or escalating behaviour, or where Yellow strategies have not been effective. Behaviour may be significantly impacting learning, relationships or safety. These mainly include major behaviours.	1. Maintain safety and connection. 2. Continue appropriate Yellow strategies where effective. 3. Call front office to Notify / engage Executive to support 4. Reduce escalation — adjust environment, demands, audience or triggers where appropriate. 5. Support regulation and stabilisation. 6. Once ready, reconnect and support re-entry. 7. Avoid trying to complete restorative work while the student is escalated.	Teacher led + Executive engaged LSA / other staff as required.	• Teacher records a **Major in SAS** and communicates with Executive. • Restore/repair when the student is ready. • Family communication as appropriate. • Review antecedents, patterns and previous responses. • Implement **selective interventions** (see page 3) where required. • Develop/adjust behaviour support strategies. • Increase monitoring/check-ins. • Review whether support can reduce or needs to increase.
🔴 **RED — TARGETED / EMERGENCY**	**High-risk, unsafe or crisis behaviour**, or persistent/ escalating behaviour where selective interventions are not effective.	1. Safety first — immediately assess risk. 2. Call for front office for Executive / Senior Executive support. 3. Reduce risk to the student, peers and staff. 4. Reduce demands, audience and environmental triggers where appropriate. 5. Use the least restrictive safe response available. 6. Allow regulation and stabilisation. 7. Teacher remains connected/involved as appropriate.	Teacher Executive / Senior Executive Additional staff as required.	• Major documented in SAS. • Family must be contacted. • Staff/student check-in and debrief. • Restoration and supported re-entry when ready. • Review/implement targeted or intensive interventions (see page 3) • Individual Behaviour Support/Safety Planning where required. • Coordinate Wellbeing/Inclusion and external supports where appropriate. • Monitor and review regularly.

🔴 **UNSAFE BEHAVIOUR PROTOCOL — SAFETY FIRST**

For unsafe behaviours such as physical aggression, absconding or other high-risk actions, please contact the **Front Office immediately** and request **Executive / Senior Executive support**, using **ISBAR** to communicate essential information.

📞 CALLING THE FRONT OFFICE — ISBAR

I — IDENTIFY -Who is calling? Student, year level and exact location.
S — SITUATION What is happening? Identify the Traffic Light level — Green, Yellow, Orange or Red.
B — BACKGROUND What happened immediately before? Key antecedent and strategies already used.
A — ASSESS What is the current risk? Who is at risk? Is behaviour escalating or de-escalating?
R — REQUEST What support is needed? Executive / Senior Executive / immediate safety support.

Example: *"Hi, its Greg calling for Sam, Year 4, on the oval. Red behaviour — physical aggression towards another student. Conflict during soccer immediately beforehand. Other students have been moved away. Risk is still high and escalating. I need Executive support immediately."*

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OUR BEHAVIOUR PRACTICES & SUPPORTS

POSITIVE BEHAVIOUR FOR LEARNING — Reward System

1) Staff notice and name positive behaviour

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2) Acknowledge it explicitly linked to: **Safe, Respectful or Learner**

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3) Students receives relevant Djurra

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4) Once student receives enough Djurras they receive a related certificate

Rainbow Award	Bronze Award	Silver Award	The Gold Award
15 Djurras are needed to receive this reward in each of the behaviour categories	45 Djurras are needed to receive this award in each of the behaviour categories	135 Djurras are needed to receive this award in each of the behaviour categories	270 Djurras and all awards have been received to get this award
			
Awarded in classes	Awarded in PoD assemblies	Awarded in jnr/snr assembly	Awarded by Principal
Cohorts may decide to do year level celebrations to recognise achievement			

RESTORATIVE PRACTICE — P3P3F3

For restorative conferences, we use the Real Schools P3P3F3 structure to ensure everyone has an opportunity to speak, listen, understand impact and contribute to

PAST — 3 MINUTES EACH
Each participant takes a turn to describe:
What happened?
How did that make you feel?
The focus is on listening and understanding each person's experience without interruption or

PRESENT — 3 MINUTES EACH
Each participant takes a turn to describe:
What is happening now?
How does that make you feel now?
This helps identify the current impact on relationships, learning, safety and belonging.

FUTURE — 3 MINUTES EACH
Each participant considers:
What can I do to make this better?
What can we collectively put in place to make this better?
The conference finishes with clear commitments for repair, restoration and successful re-engagement.

Selective or targeted supports – Follow up supports when needed

SELECTIVE INTERVENTIONS — INCREASED SUPPORT

When universal and classroom strategies are not enough, we may select additional focused supports based on the student's needs, patterns and context. Possible approaches we use:

- Check-in/check-out with a nominated teacher, Executive or LSA.
- Focused behaviour goals linked to an agreed PBL expectation or skill.
- Planned regulation breaks or access to an agreed regulation space.
- Buddy class/reset plans with a clear purpose and return-to-learning process.
- Focused SEL or social-skills teaching, individually or in a small group.
- Mentoring with a trusted staff member or appropriate program.
- Focused reteaching of PBL expectations, Essential Skills or replacement behaviours.
- Increased positive reinforcement for the specific behaviour or skill being developed.
- Additional check-ins or supervision during identified times of need.
- Simple behaviour/support plans outlining triggers, strategies and agreed responses.
- Regular family communication and collaborative problem-solving.
- Wellbeing/Inclusion involvement to review patterns and identify additional strategies.

SELECTIVE = What additional focused support could help this student be successful?

TARGETED INTERVENTIONS — INTENSIVE SUPPORT

For persistent, complex or high-risk behaviour, we may use individualised and coordinated supports matched to the student's specific needs. Possible approaches we use:

- Positive Behaviour Support Plan (PBSP).
- Individual safety plan.
- Individualised check-in/check-out across identified points in the day.
- Review of behaviour patterns and antecedents using SAS, observations, student voice and family information.
- Individual timetable or environmental adjustments around identified areas of need.
- Explicit individual teaching of regulation, communication, social or behavioural skills.
- Planned re-entry following significant incidents.
- Regular case coordination between teacher, Executive, Wellbeing/Inclusion and LSAs.
- Regular family meetings to collaboratively review strategies and progress.
- School Psychologist involvement where appropriate.
- External agency/service involvement where required.
- Wrap-around planning when multiple supports need to work together.
- Regular review and adjustment of supports according to evidence and student response.

TARGETED = What individualised, coordinated support does this student need to be successful?

DOCUMENTATION & COMMUNICATION — MINORS & MAJORS

Clear, timely communication ensures **staff, families and Executive are informed and responses are coordinated.**

Minors – Managed and documented by the teacher in **SAS where required**. Families are contacted **where required**, particularly when behaviours are repeated or additional support is needed.

Majors – Documented by the teacher in **SAS** and communicated to **Executive/Senior Executive**. **Families must be contacted** following a Major incident on the same day, with relevant staff kept informed of outcomes and next steps where possible.

NOTE — SUSPENSION: Suspension may be considered for significant or high-risk behaviour, in line with ACT Education policy, as part of a coordinated response focused on safety, review, repair and successful re-engagement in learning.

SUPPORT FOR STAFF WELLBEING

Safety First – Executive respond to unsafe behaviour. Staff are not left to manage high-risk situations alone.
Check-In & Reset – Staff are offered a brief debrief and check-in following challenging incidents.
Shared Responsibility – Executive and Senior Executive provide support when behaviour escalates.
Ongoing Care – Staff wellbeing is monitored and follow-up provide.
Clear Processes – Consistent routines and SAS documentation support coordinated responses.
Keep Staff Informed – Following Majors, involved staff are updated on relevant outcomes and next steps where possible.

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