



## RATIONALE

Charthouse Primary School is committed to upholding a positive, safe and predictable environment for our students, that caters for individual differences and allows them to reach their potential.

We have a trauma-informed, neurodiverse affirming approach to teaching and learning. A trauma lens allows us to see the young person differently.

We believe that all children do well if they can and understand that challenging behaviour is a stress response to unsolved problems or unmet needs.

- Physical needs: regulating the physiological state.
- Emotional needs: relating to ourselves and others in healthy, pro-social ways.
- Cognitive needs: learning and higher order thinking
- Energetic needs: managing oneself non-verbally.

## OVERVIEW

Charthouse Primary School uses a combination of Positive Behaviour Supports (PBS) and the Berry Street Education Model (BSEM) to promote positive behaviour, well-being, and student engagement.

PBS focuses on reinforcing positive behaviour through clear expectations, rewards, recognition, and consistent values across the school.

BSEM applies research-backed, trauma-informed teaching strategies, along with practices that encourage positive learning and engagement, ensuring all students are ready to learn.

We focus on:

**Preventative approaches** which aim to stop behaviour problems before they occur by creating a positive and calm school culture and environment.

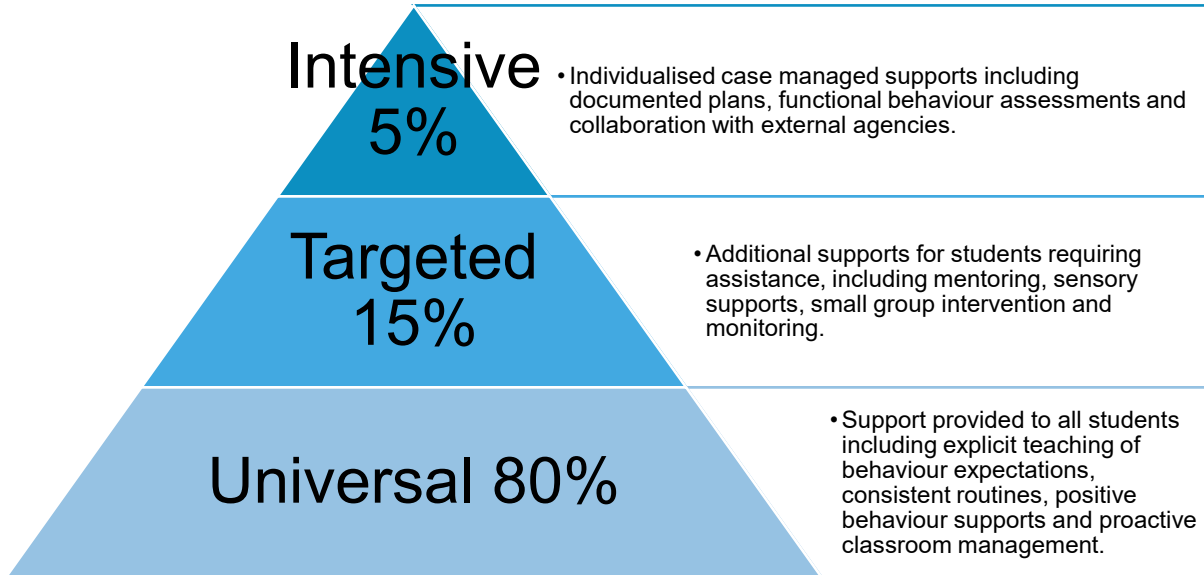
**Responsive approaches** designed to address and correct behaviour after it occurs. These strategies are focused on reacting to disruptions in ways that encourage improvement,

**Restorative approaches** which repair harm, restore relationships, and promote accountability through dialogue and mutual understanding.



## MULTI-TIERED LEVELS OF SUPPORT

At Charthouse Primary School, a three-tiered approach to behaviour support is in place to ensure students receive the level of support required to meet their individual needs.



### UNIVERSAL SUPPORTS

- Positive Behaviour Support and explicit teaching of behaviour
- Calm and predictable learning environments
- Engagement and well-being strategies to support students to be 'ready to learn'
- School-wide high expectations and consistent responses to behaviour
- Active supervision and behaviour management approaches
- Good standing rewards and tokens for appropriate behaviour
- Behaviour consequence grid – clear expectations.
- CMS strategies for prevention and response

### TARGETED SUPPORTS

- **UNIVERSAL SUPPORTS PLUS:**
  - Sensory supports
  - Brain breaks
  - Therapy Dogs
  - Differentiation between minor and major behaviours
  - Engagement officer small group support
  - Chaplain
  - Daily check-ins
  - Academic modifications
  - Mentoring and support
  - Chill out zone


### INTENSIVE SUPPORTS

- **UNIVERSAL AND TARGETED SUPPORTS PLUS:**
  - Case managed approach to behaviour support in collaboration with support services and external stakeholders.
  - School Psychologist intervention
  - Functional behaviour assessment
  - De-escalation and co-regulation strategies
  - SEND:SENb referral
  - Individual Behaviour Plans and response grids
  - Escalation profiles
  - Risk Management Plans
  - Risk assessments
  - Education Assistant support
  - Modified expectations.
  - Communication books
  - Restricted play areas


RIGHT AND RESPONSIBILITIES


STUDENTS

RIGHTS


 learn in a safe, calm, and predictable environment.


 be heard.


 enjoy success and learning.


 be treated with respect.

RESPONSIBILITIES

 follow our school values and expectations.

 make green choices.


 be kind to others.


 respect the right of others to learn and participate in the learning program.


STAFF

RIGHTS


 work in a safe and supportive environment


 teach without behavioural interruptions


 to be acknowledged for their professional knowledge and experience


 be treated with respect

RESPONSIBILITIES

 value relationships but set firm and consistent boundaries.


 provide a safe, calm and predictable learning environment.


 have high expectations, follow the whole school behaviour policy, and follow through consistently.


 explicitly teach the behaviours that we wish to see.


PARENTS

RIGHTS


 regular communication and notification of any issues.


 feel safe and welcome at our school.


 be heard and acknowledge as partners in the education of their children.


 have opportunities to speak to their child's teacher/s

RESPONSIBILITIES

 act as positive role models

 be kind when interacting with others

 support their children to understand and follow the student behaviour and good standing policies.

 respect the diversity of our school and the right to an education for every child.

# PREVENTATIVE

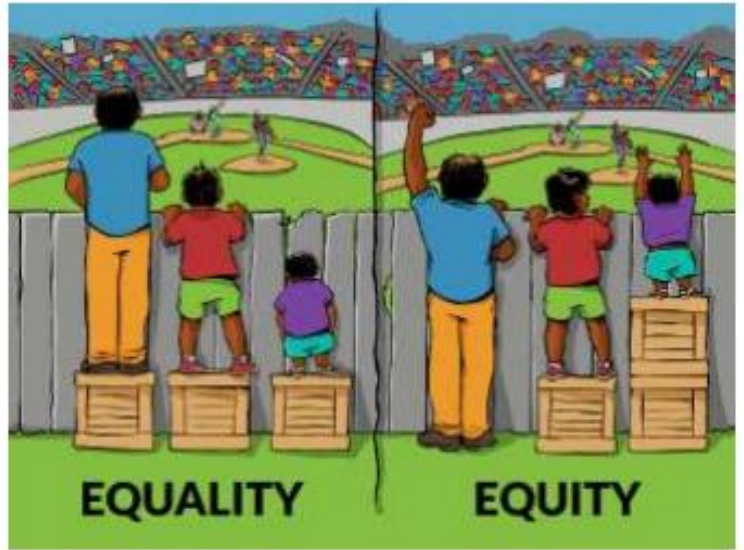
## SUPPORTING ALL STUDENTS

At CPS we provide students with what they need to succeed in their learning. We advocate for each child to receive the appropriate resources and support in their learning to achieve their full potential.

### EQUITY VERSUS EQUALITY

**Equality** is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

**Equity** is giving everyone what they need to achieve success.



## UNDERSTAND THE STRESS AROUSAL CURVE

Levels of stress arousal have a direct impact on performance. Students lose access to higher executive functioning when they become highly stressed and anxious. However, too little stress means that they are unable to sustain attention and focus. Great teaching is like riding a wave and requires us to read the ebb and flow of stress arousal stages in individual students and the class as a whole and to implement interventions to create the optimal conditions for learning.

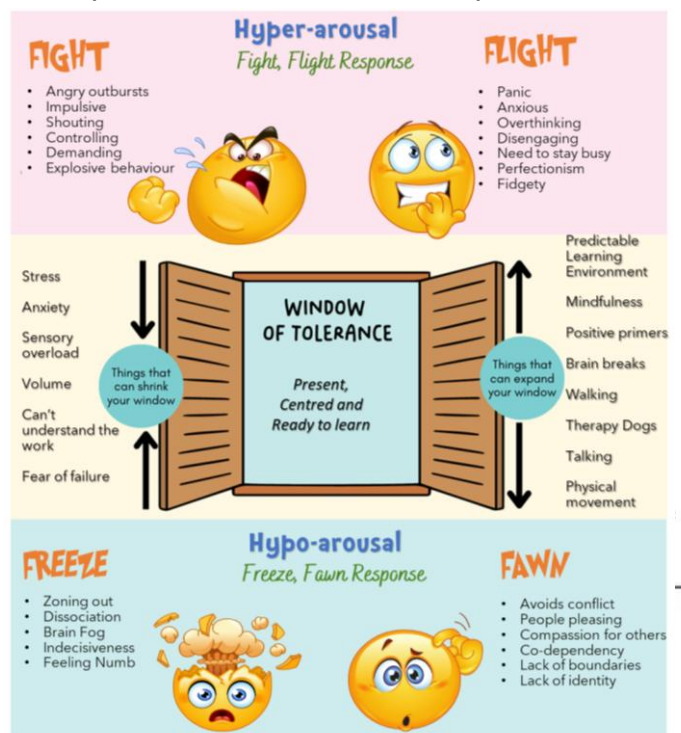
## THE WINDOW OF TOLERANCE

The window of tolerance is a practical framework that helps us to understand the impact of stress and trauma in the classroom.

When students are within their window of tolerance, they can self-regulate and learn. I

If pushed outside the window by stress or threat, the body's stress response system will activate and send students into a trauma response of fight, flight, freeze or fawn. At this stage they cannot access the thinking part of their brain required for learning.

Our approach supports students to widen their window of tolerance through regular targeted activities that reduce stress and increase regulation and engagement.



## PRESENT, CENTRED AND READY TO LEARN

To maintain the optimal state and be present, centred, and ready to learn students need opportunities to co-regulate and self-regulate (aiming towards resting heart rate of 80 beats per minute). Bottom-up and top-down strategies are used consistently and frequently across the school to calm and soothe the central nervous system so that the brain can think clearly. **To regulate a child's arousal state, teachers must regulate their own arousal state and bring students into their calm.**

## SUPPORTING REGULATION: BOTTOM UP AND TOP DOWN

### BOTTOM-UP REGULATION:

*Bottom-up regulatory approaches soothe escalated systems help students to reset dysregulated stress response systems by calming and regulating the brain. These activities directly address the fight, flight, freeze or fawn response.*

**Proprioceptive activities** involve heavy work (pushing, pulling, carrying heavy objects) or deep pressure activities (jumping, weighted blankets).

**Somatosensory activities** consist of tactile activities that send soothing messages to the brain such as sensory tools, kinetic sand, squishy objects, fidget tools.

**Rhythmic and repetitive activities** such as music and percussion, ball games, walking, running and dancing.

**Brain breaks** are mental breaks designed to help students stay focused and attentive. The brain breaks get students moving to carry blood and oxygen to the brain. The breaks can either energize or relax as required.

**Welcome circles** are a daily routine that includes rhythmic activities, healthy touch, positive affirmations, intention setting and gratitude reflections.

**Ready to learn scales** are a standard system used by students in classrooms to identify difficult emotions or stress, both collectively and individually.

**Positive primers** encourage the flow of positive emotions activating the parasympathetic nervous system and lowering stress levels.

**Mindfulness** is a process of being in the moment without judgment; being present, centred and grounded reduces stress responses and encourages well-being.

**Calm corner** in the classroom is a safe designated space where students can go when feeling overwhelmed.

**Therapy dogs** improve stress and anxiety levels. Interaction with them can help to reduce cortisol levels and increase attachment responses that trigger oxytocin (a hormone that increases trust in humans).

### BSEM BODY: TOP-DOWN REGULATION

*Some students need substantial groundwork in bottom-up regulation before they are ready to gain insights into their actions. Top-down activities include activities that:*

1. Encourage students to identify and label their emotions and build vocabulary for communicating their feelings and internal sensations.
2. Psychoeducation – learning about how their brain works and how to identify stress to proactively use calming down strategies.
3. Encourage students to make explicit connections between what they are experiencing in the body and the emotion they may be feeling.

## ENGAGEMENT STRATEGIES

At Charthouse we proactively create a calm routine and predictable environment and foster a positive, safe and engaging school environment. We have introduced specific engagement strategies to minimise stress and support students to be **engaged for learning**. These strategies are both universal and utilised as targeted interventions.

### Engagement Program

CPS has a dedicated Student Engagement Officer, Rocky, who works with students on projects to support them both inside and outside the classroom. Rocky also supports students' transition to high school.

### Breakfast Club

The school runs a Breakfast Club every morning during school term from 8.25 am – 8.45 am. Breakfast Club is open to all students and teaches them life skills as well as ensuring they have a nourishing breakfast. Students serve themselves, eat together, wash, and put away their own dishes.

### Therapy Dogs

Charthouse Primary School is committed to our successful Therapy Dogs in Schools program. This provides regulation and emotional support for students across the school. We have at least one dog in attendance at all times and students can be released to visit the dogs at point of need.

### Chill-Out Zone

The Chill Out Zone operates every morning in the Community Room. Students can attend from 8:45 am and are sent back to class when ready, or at 9:05 am.

Each Block has its own mini-Chill Zone to help students regulate during the day. If students need additional support to chill, they bring an 'I need to chill' card to the office and administration staff will assist them to de-escalate.

### Chickens and Veggie Gardens

The school has a chicken coop located behind the Early Learning playground. The chickens are fed by food scraps collected from Crunch-n-Sip and the canteen. The eggs collected are used at the Breakfast Club. The veggie gardens are cared for by early learning students and provide fresh ingredients for cooking activities.

### Chaplain

The school chaplain provides individual and small group support for students facing social, emotional, or family challenges. The chaplain also helps strengthen connections between students, families, and the school community, offers practical support during times of hardship by linking families with community services, and fosters a strong sense of belonging through wellbeing initiatives and school events.

**CALM AND PREDICTABLE LEARNING ENVIRONMENT:**

Unpredictability = Risk

We have a whole school approach to minimise stress and decision fatigue through a calm and predictable learning environment. A calm and predictable learning environment comes from supporting students through consistent, predictable routines (CPR).

When students know and understand the routines of the school and classroom this reduces stress behaviours triggered by unfamiliarity and increases feelings of safety; both of which are critical for effective learning and social engagement to take place.

As CPR removes some of the stress from the student's emotional cycle it allows students to focus on the learning tasks, be ready to learn and remain focused for longer periods of time throughout the day.

## CALM AND PREDICTABLE LEARNING ENVIRONMENT

WHOLE SCHOOL EXPECTATIONS

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### SHARP LINES

- Straight and silent
- Hands to self
- Attention to the front
- Respect others
- Personal space

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### HIGH 5 LISTENING

- Eyes to the speaker
- Ears listening
- Mouths quiet
- Bodies comfortable
- Ready to learn

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### VISUAL TIMETABLES

- On every whiteboard, or visible for the students.
- Updated every day and referred to every morning
- Individual students have access to their own if needed
- Use the school template so that the layout is consistent

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### CLASSROOM MESSAGE BOARDS

- Linked to the welcome circle
- Positive and welcoming
- Interactive and informative
- Daily update
- Inside or outside

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### CALM CORNER IN THE CLASSROOM

- A welcoming, calming space that is uncluttered
- Used for chill out/regulation/de-escalation
- Students know what it is used for
- Time limit before check ins by staff

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### WELCOME CIRCLES

Every morning. Follow six steps

- Greeting
- Affirmation
- Values and expectations
- Announcements
- Positive primer
- What went well in the circle

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### SIGNAL TO BEGIN/TRANSITIONS

- Use a call and response signal and wait for 100% attention
- Transition steps are followed to ensure orderly movement (when to move, actions expected, who will move, statement to move, teacher use of proximity and scanning and providing specific and positive feedback)

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### READY TO LEARN SCALE

- Classroom system used by students
- Identifies difficult emotions or stress
- Supports regulation
- Regular check-ins and brain breaks

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### DIARIES

- To be used to record homework, reading books, spelling works as required
- Engage in the BSEM diary activities each week

## BSEM RELATIONSHIPS: UNCONDITIONAL POSITIVE REGARD:

Having supportive relationships with teachers helps students feel more motivated and confident in their education. Students who know their teachers believe in them can challenge themselves and learn from their mistakes without losing their self-esteem.

Relationships at CPS are built on the attachment principle of UNCONDITIONAL POSITIVE REGARD. Staff consistently maintain a sense of care, empathy, and respect for students regardless of their behaviour. Unconditional Positive Regard has four elements.

We expect that staff assume positive intent from students and other staff members and always demonstrate unconditional positive regard.

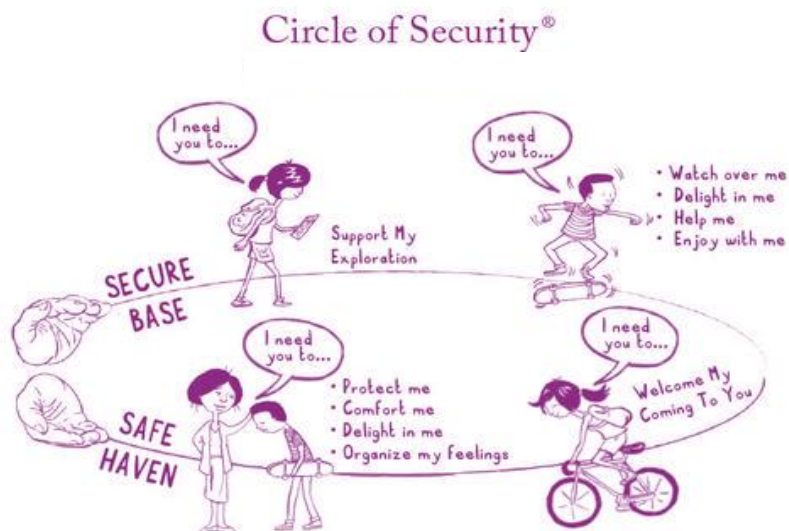


## BSEM RELATIONSHIPS: ATTACHMENT

Early experiences of relational **attachment** shapes how we build relationships in the future. To thrive in their development children, need to feel safe and secure in the knowledge that caregivers will meet their needs. Students who have not experienced security may perceive relationships and adults as a threat and danger. It is not their choice or their fault. Coping strategies often take the form of defiance, resistance, or withdrawal.

## BSEM RELATIONSHIPS: CIRCLE OF SECURITY

The circle of security is an attachment theory that represents the child's relationship needs for both exploration and protection and the caregiver's role in providing a **secure base** and a **safe haven**.



## SAFE HAVEN

When children receive relational comfort, they are ready to explore the world again, exploring boundaries and limits of the classroom and then returning to trusted adults for comfort and co-regulation. They may need substantial support from their teachers to feel safe enough to explore the world through learning. The most dysregulated students thrive when they have the most caring but firm structures.

To support a student to feel safe enough to explore the world through learning teachers should maintain consistent expectations and be calm. In the classroom students will feel confident to engage in their learning when they feel a sense of safety fairness and security

## SECURE BASE

Children feel safe when an adult is there to nurture and protect them. By establishing healthy boundaries children feel confident to explore and take healthy risks. Some children have little experience of adult figures serving as their 'SECURE BASE' by maintaining consistent expectations at home or school.

Students try something new and look to the teacher for validation. A student is successful, and the teacher responds with praise and delight.

Return to the teacher after a disagreement or if they hurt themselves and the teacher acts in a supportive way.

## BSEM RELATIONSHIPS: PERSONAL POWER

Power can be used positively and negatively in relationships. We all have a need for power and control. Many students who struggle with their behaviour may not feel a healthy sense of personal power. They may have been exposed to power relationships that are controlling, aggressive and dehumanising, manipulative, coercive and controlling. When feeling stressed threatened or vulnerable they can resort to many ways of regaining a sense of personal power and control. Teachers need to help students by:

- Modelling pro-social models of power through:
  - expert power: subject matter/teaching experts
  - reward power: positive feedback
  - referent power: relational, empathetic, connected.
- Using empathy to keep students in their thinking brain and assist them to solve their own problems.
- Co-regulating and staying calm at the moment of fight, flight, freeze or fawn. Stay present centred and grounded otherwise you give your power away.
- Maintaining attachment, remaining empathetic and maintaining unconditional positive regard for students
- Encouraging students to remain in their *thinking brain* by offering choices.

***Stepping into power and control will create a 'power struggle'. Escalated students will want to save face and win the argument.***

## POSITIVE BEHAVIOUR SUPPORT AND EXPECTATIONS

Positive Behaviour Support (PBS) is a whole school framework which helps schools to create positive learning environments. This is achieved by developing proactive systems to define, teach, and support appropriate student behaviours through agreed upon values.

In consultation with students, staff and parents/caregivers, Charthouse Primary School agreed on four core behavioural expectations and values that described what positive behaviour should look like in our school. Our Shared expectations are expressed through our A.R.C.H Way values of being accepting, respectful, caring and honest.



These values are articulated in our PBS Matrix and epitomised in interactions with each other, and in the individual actions we take as a member of the school community.

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### A WHOLE SCHOOL APPROACH TO PBS

A whole-school approach is the most effective way to foster positive behaviour and create a safe, supportive learning environment. In this approach:

- expectations are straightforward, clear, and well-defined.
- the school community students, parents, and staff collaborate to establish these expectations.
- students are explicitly taught the behaviours we expect (acceptance, respect, caring, and honesty).

Research indicates that students are more likely to respond positively when they clearly understand what is expected of them and when behaviour responses are fair and consistent. Some students may need extra support to learn the expected behaviours, while a few may require intensive help to develop appropriate ways of behaving.

### THE PBS TEAM

Charthouse Primary School has established a dedicated PBS team, which includes the Principal, Associate Principal, Teachers, and Education Assistants. However, the entire staff is actively involved in the design and implementation of PBS. The team is committed to creating a calm, safe, and positive school environment. We collaborate to motivate students, families, and staff to apply a consistent and culturally appropriate whole-school approach to both positive behaviour and academic success. The PBS team believes that students are not inherently prone to negative behaviour; instead, they simply lack the knowledge and skills to make positive behaviour choices in a school setting. Charthouse Primary School has taken a proactive approach to behaviour management by developing four clear behaviour expectations.

POSITIVE BEHAVIOUR SUPPORT MATRIX

<h1 style="text-align: center;">The Charthouse ARCH Way</h1>			
	Whole School	Inside Classroom Environment	Outside Classroom Environment
 <p><b>Accepting</b></p>	<ul style="list-style-type: none"> <li>We offer support to other members of our school community.</li> <li>We celebrate the diversity of members of our school community.</li> <li>We listen to the views and opinion of others with an open mind.</li> <li>We include others in our play and learning activities.</li> <li>We use appropriate and supportive language.</li> </ul>	<ul style="list-style-type: none"> <li>We listen to the views of others.</li> <li>We give others the opportunity to explain their views and opinions.</li> <li>We accept that other people may have different views and opinions to us.</li> <li>We accept that others may learn in different ways to ourselves.</li> <li>We accept that others have different strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>We offer to teach rules of the games that we are playing.</li> <li>We accept when our turn is finished.</li> <li>We include others in our play at appropriate times.</li> <li>We accept that sometimes others may want to play by themselves or with other people.</li> </ul>
 <p><b>Respectful</b></p>	<ul style="list-style-type: none"> <li>We use equipment in the correct way.</li> <li>We reset equipment the way that we have found it.</li> <li>We use our manners.</li> <li>We use our hands and feet in the correct way.</li> <li>We wear our school uniform.</li> <li>We use green words and make green choices.</li> <li>We use the toilets and bathrooms in the correct way.</li> </ul>	<ul style="list-style-type: none"> <li>We use High Five Listening.</li> <li>We walk when indoors.</li> <li>We follow instructions.</li> <li>We put our hand up to speak.</li> <li>We wait for our turn.</li> <li>We strive to achieve our personal best.</li> <li>We respect others right to learn.</li> </ul>	<ul style="list-style-type: none"> <li>We follow the playground agreement.</li> <li>We walk on concrete surfaces.</li> <li>We play and eat in the correct play areas.</li> <li>We wait to be dismissed after eating.</li> <li>We keep our bags tidy.</li> <li>We walk in SHARP lines.</li> </ul>
 <p><b>Caring</b></p>	<ul style="list-style-type: none"> <li>We help others.</li> <li>We treat others with kindness.</li> <li>We look after our belongings and school equipment.</li> <li>We take care of the environment.</li> <li>We make sustainable choices.</li> <li>We report safety concerns to an adult.</li> <li>We care about our learning and the learning of others.</li> </ul>	<ul style="list-style-type: none"> <li>We ask nicely to borrow equipment and return it promptly.</li> <li>We ask others if they are ok.</li> <li>We share equipment.</li> <li>We take turns when playing games.</li> </ul>	<ul style="list-style-type: none"> <li>We display good sportsmanship.</li> <li>We make sure others feel included.</li> <li>We treat living things with kindness.</li> <li>We help others if they are sad or hurt in the playground.</li> <li>We wear a sun safe hat.</li> <li>We put rubbish in the bin.</li> </ul>
 <p><b>Honest</b></p>	<ul style="list-style-type: none"> <li>We acknowledge when we make mistakes.</li> <li>We acknowledge the choices that we make and the consequence of the choice.</li> <li>We tell the truth.</li> </ul>	<ul style="list-style-type: none"> <li>We set and work towards goals.</li> <li>We celebrate feedback and learn from our mistakes.</li> <li>We complete work to the best of our ability.</li> <li>We have a ready to learn mindset.</li> </ul>	<ul style="list-style-type: none"> <li>We accept when our turn is finished.</li> <li>We play safely and fairly.</li> </ul>

## PBS EXPECTATIONS

The PBS matrix is displayed and referred to consistently in all classrooms.

PBS expectations are set regularly with the foci also displayed. The whole school language is used consistently.

At Charthouse Primary School, students are recognised for demonstrating the expected behaviours outlined in our behaviour matrix. To support this, we've introduced ARCH Way Tokens as an award-winning system developed by our school. ARCH Way Tokens aim to engage and inspire students, rewarding them as they progress through their educational journey. The goal is to foster a positive and healthy attitude toward learning, and we believe ARCH Way Tokens are an effective tool for reinforcing both behaviour and performance, helping students reach their full potential.

Teachers award points, known as ARCH Way Tokens, to students from Kindy to Year 6 when they exhibit behaviours outlined by the matrix. Students can also save and redeem their points for rewards selected by the Charthouse PBS team from our school-based store. All points are tracked using a spreadsheet.



# POSTIVE BEHAVIOUR SUPPORTS

## WHOLE SCHOOL EXPECTATIONS

### PBS MATRIX

- Is on display in every classroom.
- Common language is used by staff.





### PBS LESSONS

- Explicit teaching of expected behaviours of current focus.



### PBS FOCUS

- Current focus is displayed in the classroom.
- 3 Foci per term, weeks 2-4, 5-7 and 8-10.





### TOKENS

- Staff link behaviour to the school value demonstrated by students.
- Teachers keep track of individual tokens through the spreadsheet on TEAMS.
- Total running totals for each class and individual students are collected every week from the spreadsheet.
- Students are able to use individual tokens to buy rewards.



### PBS CERTIFICATES

- Arch Way certificates are given out as students reach milestones throughout their years at school.
- Tokens are cumulative.
- Certificates are recorded on Compass.



### PBS MEETINGS

- PBS meetings are part of sub-school assemblies, held every 3 weeks.
- Class items at assemblies reflect and reinforce the current PBS Focus.
- Students acknowledged who have earned Arch Way Certificates.



### BEHAVIOUR RESPONSES

- Consistent inside and outside behaviour responses.
- Restorative justice cards are used from year 1 as per school behaviour policy.
- Reflection sheets are used from time-in and are sent home.

ALL PBS RESOURCES CAN BE FOUND IN TEAMS

## PBS ANNUAL FOCI

WEEK	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
1	Write classroom learning agreement and discuss Behaviour Matrix.	Revise classroom learning agreement and Behaviour Matrix	Revise classroom learning agreement and Behaviour Matrix	Revise classroom learning agreement and Behaviour Matrix
2	We wear our school uniform including sun safe hat.	* We include others in our play. We accept that sometimes others want to play by themselves or with other people.	We wear our school uniform including sun safe hat.	We care about our learning and the learning of others.
3	We use green words and make green choices	We respect others right to learn.	* We use equipment in the correct way. We reset equipment the way that we have found it.	We offer support to other members of the school community.
4	We follow instructions.	We treat living things with kindness.	We make sustainable choices.	We use green words and make green choices.
5	We treat others with kindness	We play safely and fairly.	We tell the truth.	We report safety concerns to an adult.
6	We set and work towards goals.	We celebrate feedback and learn from our mistakes.	We take turns when playing games.	We help others if they are sad or hurt in the playground.
7	We acknowledge the choices that we make and the consequence of the choice.	We use appropriate and supportive language.	We accept when our turn is finished.	We accept that others may have different views and opinions to us.
8	We listen to the views and opinions of others with an open mind.	We celebrate the diversity of members of our school.	We strive to achieve our personal best.	We follow instructions.
9	We respect the right of others to learn.	We take care of the environment.	We have a ready to learn mindset.	We help others.
10	Revise the behaviours we have learnt about this term.	Revise the behaviours we have learnt about this term.	Revise the behaviours we have learnt about this term.	Revise the behaviours we have learnt about this term.

## PBS LEVELS AND CERTIFICATES

Tokens Accumulate year-on-year and students have opportunities to reach the following levels. Certificates are handed out in class and acknowledged at the Senior and Junior PBS assemblies.

STATUS	ARCH AWARD TOKENS	REWARD ACTIVITY
Star	500	Icy Pole
Champion	1500	Icy Pole + Extra Lunchtime
Idol	3000	Icy Pole + Extra Lunchtime + Pizza
Legend	5000	Movie Afternoon + Pizza Lunch
Hero	7000	Reward Voucher (Zoo)
VIP	9000	Reward Voucher (Adventure World)

## GOOD STANDING REWARDS

It is every student's responsibility to maintain their *good standing* in our school by following school routines and adhering to our high expectations.

Serious or repeated breaches of these expectations may result in a student losing their *good standing*. Students who lose their *good standing* are not eligible for good standing rewards, excursions, or other extra-curricular activities. For further information see the Charthouse Primary School Good Standing Policy.

## PBS TOKEN SHOP

In weeks 5 and 10 of each term all students visit the PBS token shop. Our PBS token shop allows students to exchange tokens they earn for demonstrating school values. Rewards include both tangible items—such as stationery, small toys, or special treats—and non-tangible rewards like extra playtime, classroom privileges, or a VIP seat at our assembly. This balance encourages motivation while reinforcing positive behaviour through meaningful recognition. Students are also encouraged to save their tokens to purchase higher-value rewards, promoting goal-setting and responsible decision-making.

## CONSISTENT POSITIVE LANGUAGE

Staff use consistent language in preventing and responding to behaviour

- Use the language of “red and green choices”.
- Reinforce “safe hands and feet”.
- Offer bounded and implied choices.
- Connect behaviour to school values.
- Frame expectations positively.
- Acknowledge students using respectful language.

## BEHAVIOUR CURRICULUM


CPS staff do not assume that every child knows how to behave. The experiences and circumstances of our students mean they will have different understandings about what good behaviour looks like. They will also have different capacities to perform the behaviours they need to succeed in the classroom. Therefore, positive behaviour is taught consistently with clear and explicit expectations for routines. Examples are below. The **Early Learning** area of the school has developmentally appropriate versions.

 **SHARP Lines**  
**moving around the school**

We show **RESPECT** moving around the school to a different class.


1. We form **two SHARP** lines.
2. We **wait silently** for the teachers instructions.
3. We face forward **silently**, we keep our **hands and feet** to ourselves.
4. We follow the person in front and stay in line.
5. We **stop and wait** when instructed by the teacher.



 **SHARP Lines**

We show **RESPECT** when lining up.

1. We line up in **two straight** lines.
2. We sit **silently** in our straight lines.
3. We sit keeping our **hands and feet** to ourselves.
4. We **wait** for the teachers signal to stand.
5. We stand **silently**, keeping our **hands and feet** to ourselves.
6. We **wait** for the teachers instructions.



 **Transitioning after eating**

We show **RESPECT** when we transition after breaks to our eating area.

1. When we hear the siren we walk to put our rubbish in the bin.
2. We form **SHARP** lines outside the classroom.
3. We wait **respectfully** keeping our **hands and feet** to ourselves.
4. We **listen** to the teachers instructions.

 **Transitioning Inside the Classroom**

We show **RESPECT** when we transition around the classroom.

1. Respond to the **Call to Attention**.
2. We show **High-5 listening** to the instructions.
3. We push our chairs in **silently**.
4. We **walk** around the classroom, **show respect** to others and wait our turn.
5. We move **silently** to the area we have been instructed to go to.
6. We **wait silently** for the next instruction.

 **Transitioning to Breaks**

We show **RESPECT** when we transition to breaks.

1. We **wait** for the teachers instructions when the bell goes.
2. We **tidy** our area and push our chairs in.
3. We keep our hands and feet to ourselves.
4. We **walk silently** out of the classroom.
5. We take our hats out of our bags **respectfully**.
6. We **walk** to our play area.

 **Transitioning to eating**

We show **RESPECT** when we transition to our eating area.

1. When we hear the music we return any sports equipment.
2. We **walk** to our bags, get out our lunch and sit down in our eating area.
3. We stay seated during eating time.
4. We keeping our **hands and feet** to ourselves while we are eating.

 **Using the Toilets during recess and lunch.**

We show **RESPECT** by using the toilets and bathrooms in the correct way.

1. We use the toilet **before** the bell for class time.
2. We **walk silently** and **safely** into the toilets.
3. We use the toilet **silently** and **privately** by entering the cubicle **alone** and **closing the door** behind us.
4. We **wipe** properly, place toilet paper in the toilet and **flush** the toilet.
4. We **wash** hands with soap and water.
5. We turn **off** the tap.
6. We **dry** our hands and put the paper towel in the bin.
7. We **walk silently** and **safely** out of the toilets.
8. We **return** to playing or **line up** outside our classroom.



 **Bag Organisation**

We show **RESPECT** when we keep our bags tidy.

1. We **zip** our school bags up properly at **all times**.
2. We **place** our school bag on the **bag bench**.
3. The **front** of our school bag **faces** the classroom **door**.
4. If we put **something in** or take **something out** during the day, we make sure we leave our bag the **correct way**.



 **Using the Toilets during Class time.**

We show **RESPECT** by using the toilets and bathrooms in the correct way.

1. We **ask** a teacher for **permission** to go to the toilet.
2. We **walk silently** and **safely** to the toilets.
3. We use the toilet **silently** and **privately** by entering the cubicle **alone** and **closing the door** behind us.
4. We **wipe** properly, place toilet paper in the toilet and **flush** the toilet.
5. We **wash** hands with soap and water.
6. We turn **off** the tap.
7. We **dry** our hands and put the paper towel in the bin.
8. We **return straight** to our class by **walking silently** and **safely**.



## HIGH EXPECTATIONS WITH CLEAR AND CONSISTENT BOUNDARIES

At CPS we recognise that students need to understand, and respond, to the boundaries set by society. To assist in their capacity to respond we have clear and consistent structure that provides safety and security for all members of the school community.

Even the most dysregulated students thrive when they have caring and firm structures. Holding everyone accountable to maintain clear and consistent boundaries shows our students that we believe they can do well. Ignoring behaviours of concern does not resolve issues if needs are unmet. Over time ignored behaviours can escalate and heighten.

We prioritise maintaining the sanctity of the learning environment for all students as everyone has a right to learn and be safe. Student unproductive behaviour can be extremely disruptive to learning and costs valuable instructional time.

Behaviours of concern can be replaced with more desirable behaviours if these serve the same purpose and meet the student's unmet needs.

*The behaviour we walk past is the behaviour we accept.*

## CLASSROOM MANAGEMENT SKILLS (CMS) LOW KEY RESPONSES

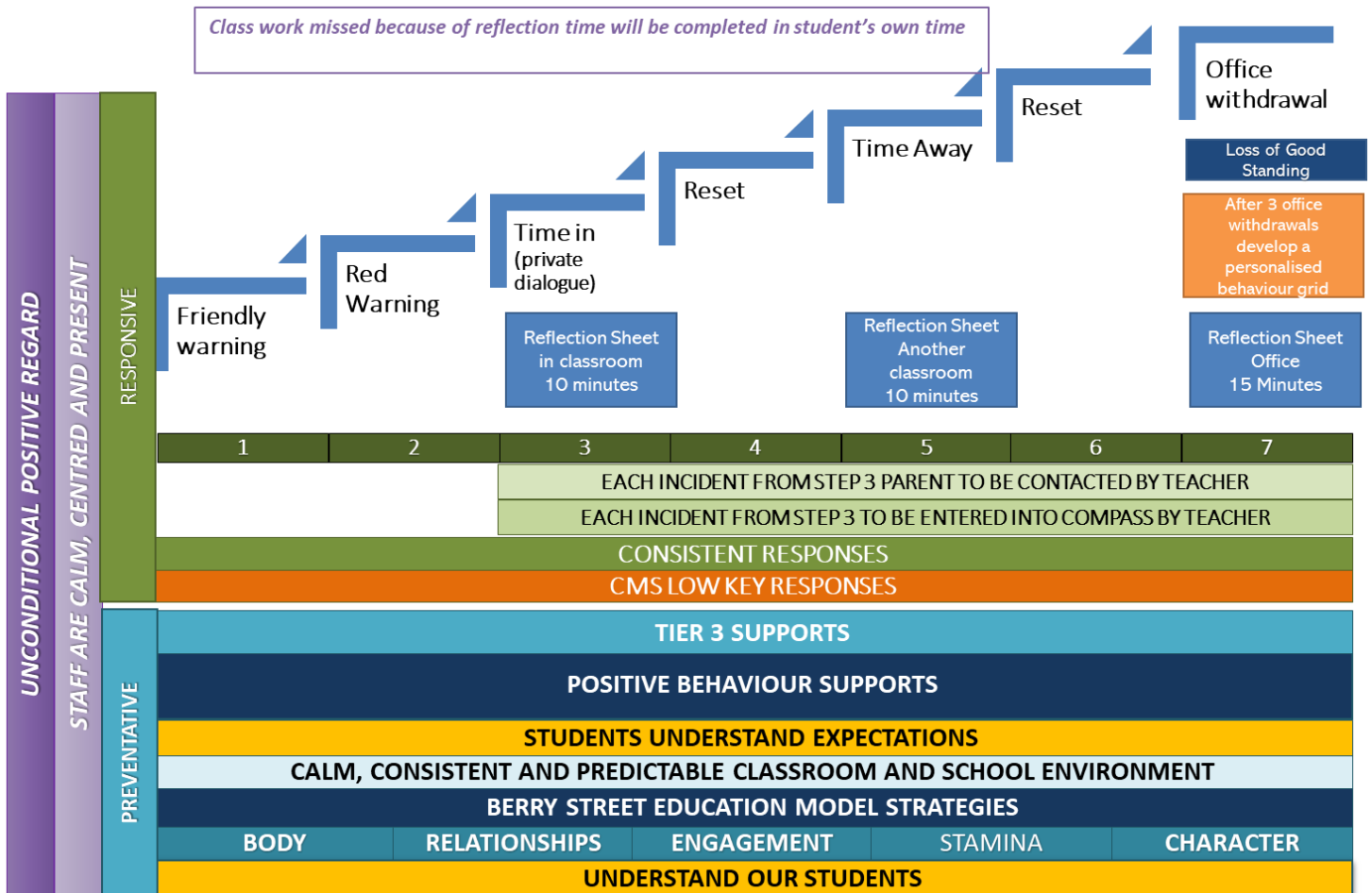
Used consistently, low key responses prevent behaviour escalations. They involve 'non' or 'minimal' verbal responses and do not stop the flow of the lesson.

- Win students over: meet students at the door.
- Demonstrate personal interests. Use names.
- Use a signal to begin and wait for 100% attention.
- Use *withitness*: Be on alert and stop things before they go too far.
- Use proximity by moving about the room while teaching or students are working.
- Deal with the problem not the student.
- Plan transitions and make expectations clear.
- Deal with the allies first and ask bystanders to move away.
- When asking questions signal the desired response.
- Use private dialogue so that students do not feel humiliated.
- Use *planned ignore* when appropriate

# RESPONSIVE

## BEHAVIOUR RESPONSE PROCESS

CPS school response process moves from proactive supports to behaviours of concern, ensuring staff have unconditional positive regard for students, being calm, centred, and present. Moving from preventative to responsive, CMS low key responses, consistency of expectations and the behaviour response process.



## BEHAVIOUR RESPONSE PROCESS: INSIDE AND OUTSIDE

As children learn to negotiate expectations both in and out of the classroom, they make mistakes. Having these experiences—and seeing how adults respond to them—is one-way children learn. Students’ behavioural mistakes are opportunities for learning and connection.

The goal of our behaviour response process is to stop behaviours of concern and re-establish positive behaviour as quickly as possible. Staff respond quickly, firmly, and respectfully when students misbehave. The process is framed in trauma-informed language (time-in and time-away) and at each stage a restorative conversation or reflection is expected of the student.

When a student reaches office withdrawal an orange slip is sent to the office for the appropriate deputy principal to support the student.

# BEHAVIOUR RESPONSES INSIDE

- FRIENDLY WARNING**  
A reminder of the school expectation to make green choices.
- RED WARNING**  
A second reminder of the school expectation to make green choices.
- TIME IN**  
Go to a quiet area in the classroom for 10 minutes and complete the 'Time In' reflection sheet.
- TIME AWAY**  
Go to a different classroom for 10 minutes and complete the 'Time Away' reflection sheet.
- OFFICE WITHDRAWAL**  
Go to the Office for 15 minutes and complete the 'Office Withdrawal' reflection sheet. **LOSS OF GOOD STANDING**

ANY WORK MISSED DUE TO REFLECTION TIME WILL BE COMPLETED BY STUDENTS IN THEIR OWN TIME.



# BEHAVIOUR RESPONSES OUTSIDE

- FRIENDLY WARNING**  
A reminder of the school expectation to make green choices.
- RED WARNING**  
A second reminder of the school expectation to make green choices.
- TIME IN**  
Tag with the duty teacher for 10 minutes.
- TIME AWAY**  
Tag with the duty teacher for 20 minutes.
- OFFICE WITHDRAWAL**  
Red choices result in a logical or protective consequence. **LOSS OF GOOD STANDING**

STUDENTS WHO REACH THE LEVEL OF 3 OFFICE WITHDRAWALS WILL PLAY IN A RESTRICTED AREA.



Individual behaviour response grids are created for tier 3 students to address individual goals as necessary.

Early Learning have a slightly adapted grid with 5 minutes time-in/time away in acknowledgement of the developmental level of the students.

## MAJOR AND MINOR BEHAVIOURS

As a guide for staff, behaviours have been categorised to clearly define behaviours that should be managed at the classroom/duty level or referred to the administration team.



### Minor Behaviours Defined

	Minor Behaviour	Definition
Report on Compass as Negative Behaviour – Time In/Time Away	Answering Back	The student responds to any staff member in a rude/impolite manner.
	Not following instructions	Student intentionally ignores instructions that a staff member has given.
	Disruption	Student engages in disruptive behaviour (calling out, inappropriate noises, language, or physical actions).
	Inappropriate language	Student speaks to another inappropriately, inflammatory, or uses unkind language.
	Refusal	The student actively refuses to follow reasonable instructions or requests.
	Inattentive	Students engage in off-task behaviours (fidgeting, playing with marker, or turning around in their chairs).
	Lateness	Students deliberately arrive late to class when they are on school grounds.
	Dress Code Violations	The student chooses to wear clothing inappropriate to the school context, such as shorts that are not mid-thigh, offensive clothing, a hat without the school logo, or a refusal to put on a school shirt if one is available.
	Littering	Student deliberately litters.
	Work avoidance	The student engages in low-level work avoidance strategies, such as asking for a drink or toilet or wanting help without first attempting it.
	Cheating	Student engages in minor cheating, student conversing with others when instructed not to.
	Out of Area	Out of learning area during class time or designated play areas during break time.
	Minor Theft/Dishonesty	Student engages in low-level theft (pencil, eraser, etc.) and/or minor lying.
	Property Misuse	Student engages in low-intensity misuse of property, for example, drawing on a desk or in books.
	Unprepared	The student doesn't follow the classroom routine to be prepared for the day (not setting up desk with appropriate materials, arriving without materials or homework)
	Interfering with others' games	Student engages in low-intensity interruption of others' activities not involving hurting anyone else.
	Minor Physical Contact	Student engages in inappropriate physical contact where the intent is not to cause any harm.
	Rough Play	Student engages in low-level rough play not involving deliberately/maliciously hurting anyone else, for example, tackling instead of tagging, or wrestling.
Unsafe behaviour	Student engages in unintentional unsafe behaviour that MAY cause harm to themselves or others, for example, running on the veranda, incorrect use of materials, and riding bikes or scooters on school grounds.	
Technology Misuse	Student engages in non-serious but inappropriate or unpermitted use of mobile phones, smartboards, iPads, cameras, computers, or any other electrical devices.	



### Major Behaviours Defined

SIS behaviour type- code used to record on SIS	Major Behaviour	Definition
Physical assault or intimidation of student/staff verbal abuse or harassment of students	Bullying	Repeated teasing, cyberbullying, physical or verbal intimidation of students or staff.
Violation of school Code of Conduct, behaviour management plan, classroom, etc.	Defiance	Continued refusal to follow instructions to a level where the teacher cannot manage the classroom and/or continue to teach.
Verbal abuse or harassment of students/staff	Intimidation of Staff/Student	Threatening or intimidating/tormenting others to g fear, generate control, or gain something they want.
Violation of school Code of Conduct, behaviour management plan, classroom, etc.	Leaving School Grounds	The student is knowingly in an area outside school boundaries defined by the school.
Physical assault or intimidation of student/staff	Physical Assault Staff/Student	Student engages in actions involving serious physical contact where injury may occur for example, kicking, punching, hitting with an object, scratching, etc.
Willful offense against property	Property Misuse/Damage	Student deliberately impairs the usefulness of property. Student participates in an activity that results in substantial destruction or disfigurement of property.
Violation of school Code of Conduct, behaviour management plan, classroom, etc.	Technology Misuse	Student engages in serious, inappropriate use of computers, iPads, mobile phones, cameras, and other forms of technology as defined by the school 'user agreement.'
Verbal abuse or harassment of students/staff	Verbal Abuse	Vicious verbal messages that include swearing name calling, or use of words in an inappropriate way (regarding race, culture, religion, gender, ethnicity, or disability) particularly directed at an adult or student.
Physical assault or intimidation of student/staff	Use of Weapon	Weapon brought to school with the intent to injure/assault a student or staff member.

## FAIR CONSEQUENCES

***To create change we do not merely respond to the behaviour, we work with the student to change the behaviour.***

At Charthouse, consequences:

- Can be put in place to protect the rights of others and maintain the sanctity of the learning environment.
- Are clear, known to students and applied consistently.
- Focus on surety not severity.
- Align to our behaviour response and good standing processes.
- Provide an opportunity for the student to learn appropriate behaviour to behave differently in the future.
- Are not applied to a whole group for the actions of individuals.
- Are not a punishment and do not result in fear or pain.
- Relate to the event and involves the student deciding how to *make things right*.
- Identify and address the possible cause of the behaviour.
- Are about the behaviour and are separated from the student.

## TYPES OF CONSEQUENCES

Consequences for behaviour should always be proportionate to the nature of the behaviour and are most effective when they identify and address the causes and triggers of the behaviour.

***Natural*** consequences are the most powerful motivator for children to learn a new skill. In this scenario, staff offer empathy and help the student reflect on and learn new strategies.

***Logical*** consequences are prearranged by adults and motivate students to use skills they already have. They are related to the behaviour. For example, if a student leaves the school grounds without permission, then they would use a restricted area in the school in future to ensure their safety. Logical consequences are related to the concerning behaviour, respectful, reasonable, and delivered with empathy.

***Problem-solving*** consequences are used if there are no natural or logical consequences that make sense. This involves working with the student to come up with solutions to the problem, motivating them to become part of the solution.

***Protective*** consequences are used when required to protect the rights and safety of others and maintain the sanctity of the learning environment. Examples include restricted play area, walking with duty teacher at break-times, restricting off-site activities, separate teaching spaces, or in-school and at home suspension.

## SCHOOL-BASED CONSEQUENCES

### Reset

Students are supported by the deputy principals to reflect on the choices that led to their behaviour. They have a short, structured break from the classroom to regulate emotions and identify better strategies for next time, helping to prevent escalation.

### Warning Zone:

When students demonstrate consistent minor behaviour, they are placed in the warning zone. This stage provides an opportunity for guided reflection on behaviour patterns, supported by staff and parents to help them recognise triggers and make positive changes before good standing is affected.

### Withdrawal of privilege

This consequence is time-limited, and the reasons are clearly communicated to the student. It includes a reflective conversation to help the student connect the consequence with the behaviour and set goals for re-engagement. It may involve missing opportunities such as representing the school at inter-school sports or attending a special event but will not impact learning.

### Community Service (in-school)

This time-limited and agreed-upon consequence involves the student undertaking a service that supports others. The process includes a reflection on how their actions affect the school community and how contributing positively can help repair relationships and rebuild trust.

### Withdrawal from class

If a student's behaviour significantly interferes with others' rights to learn, a teacher's capacity to teach, or creates a risk of harm, they may be temporarily removed from class. During this time, they engage in a structured reflection process to understand the impact of their actions and develop strategies for successful reintegration.

### Detention

Detention may be an appropriate response for a range of less serious classroom and school behaviour breaches and is at the discretion of the deputy principals. It includes time for the student to reflect on their behaviour, discuss restorative steps with the deputy, and plan how they can demonstrate improved decision-making in future situations.

### Suspension

Suspension can occur at the discretion of the school principal for breaches of school discipline which have:

1. Adversely affected or threatened the safety of anyone on the school site, or taking part in an educational program
2. Caused, or are likely to result in, damage to property
3. Disrupted the educational instruction of other students.

The purpose of suspension is not punishment, but a chance for the student to think about and accept responsibility for his/her behaviour. Suspension can also be used as a protective consequence, to preserve the learning environment, or maintain safety, for the rest of the students and staff. Suspension also gives school staff the opportunity to:

- re-establish the good order of the school
- evaluate the effectiveness of the student's existing behaviour support plan
- meet with any internal or external stakeholders who can support the student
- seek advice on how better to support the student
- identify and plan supports and adjustments that may be required.

Suspension is enacted in accordance with Department of Education WA policy and procedures.

## DE-ESCALATION OF HIGH-RISK MAJOR BEHAVIOUR

Students who escalate cannot access their 'thinking brain'. When proactive strategies have not worked, staff follow steps to co-regulate students and support them to de-escalate.

De-escalation involves using the right strategy, at the right time, for the right student. What works for one student may not work for another. Strategies that school staff might employ include:

### Acknowledge the student

Staff validate the student's emotions and confirm to them that it is legitimate to feel upset, angry, exhausted or betrayed.

### Agree with the student

Where appropriate, staff identify and acknowledge any valid concerns expressed by the student. This reduces the conflict and can assist in being solution-focused, preventing escalation. Once the conflict is over and the immediate risk has been managed, it is possible to find time to explore the situation.

### Clarify

If a student is very upset, it can be difficult for them to express what they are saying meaningfully. Using statements to help clarify meaning, rather than assuming what the student means can help staff in de-escalating situations.

### Offer choices, options and boundaries

This means defining what the options are and identifying the possible natural consequences for the student, dependent on the decisions they make.

### Distract the student

For example, staff might change the topic, make a noise, deliberately drop some books or ask a question about something of interest to the student. Distraction can be a very effective short-term solution for preventing escalation of a situation.

Remember *"they are not giving you a hard time, they are having a hard time"* (Shanker 2020)

## ANTI-BULLYING

The Charthouse approach aims to develop the capacity of students to manage peer interaction and conflict in a respectful and responsible manner. See the [Charthouse Primary School Anti-Bullying Policy](#) for more information on our approach to reports of Bullying at school.

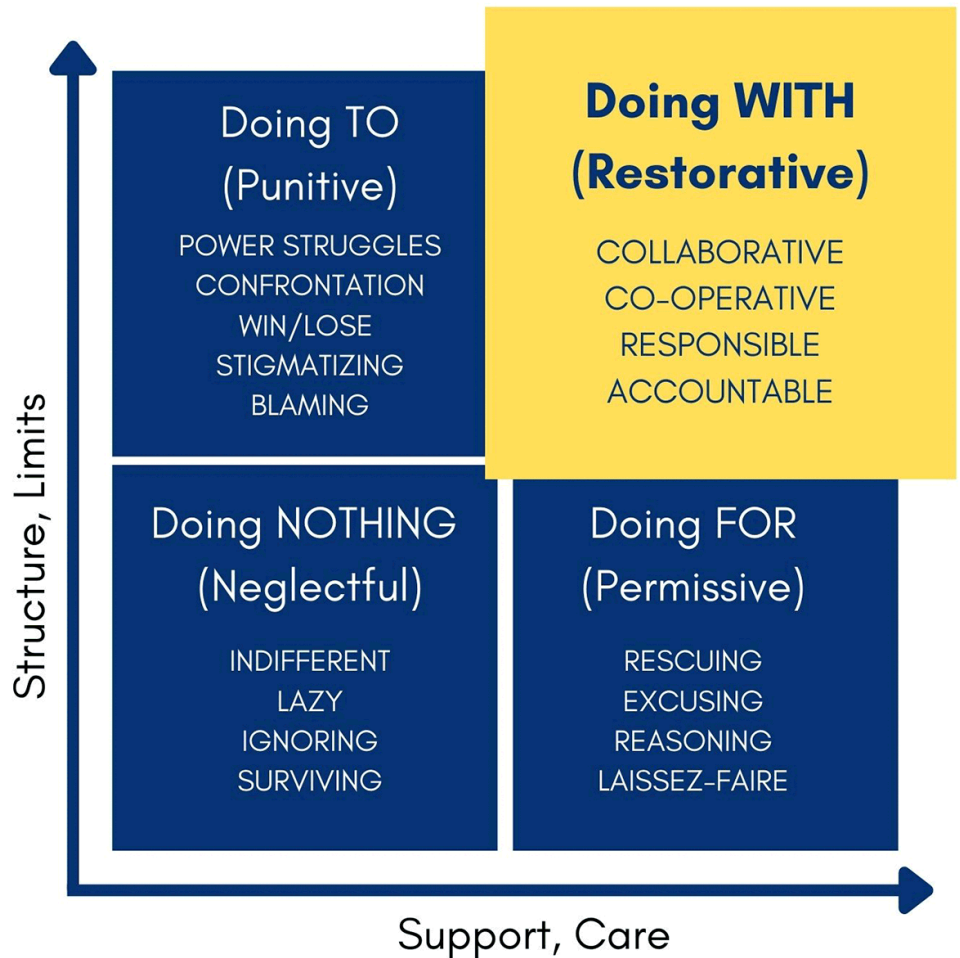
# RESTORATIVE

## RESTORATIVE PRACTICE

Restorative Practices at Charthouse stem from the philosophy of doing with others, drawn from Ted Wachtel and Paul McCold's social discipline window.

This should be used at all levels, using the Restorative Justice questions and for the child to take responsibility to solve the problem.

Restorative Practices will help build capacity to enable students to self-regulate behaviour and contribute to the improvement of learning outcomes.



After an incident, the staff member will engage students in a restorative conversation, to encourage reflection and to restore any damage to relationships.

PLAYGROUND	CLASSROOM
When Things Go Wrong What happened? Who has been affected? How have they been affected by what you have done? How does this make you feel? What could you have done differently? How can you make things better?	When things go wrong: depending on the incident When the children talk about something that concerns them, the teacher should actively listen and reflect back what the child has said Discussion may follow with restorative questioning techniques Questions for discussion Were you focussed? What effect did your behaviour have on you? What effect did your behaviour have on those around you?

## BEHAVIOUR RESPONSE PROCESS: RESTORATIVE PRACTICE

Students reflect consistently using restorative questions. Cards are used to represent each stage of the behaviour response process.



Reflection Sheets are used at time away and office withdrawal stages of the process. At this point students are encouraged to reflect upon their behaviour and the impact it had on others.

### Junior Reflection Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Unexpected Behaviour		Expected Behaviour	
What was the unexpected behaviour?	How did other people feel?	Which Charthouse PBS expectation would help you show the expected behaviour?	How do you think people would feel?

### Senior Reflection Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Unexpected Behaviour		
What was the unexpected behaviour?	What did other people think or feel?	How did you feel?

Expected Behaviour		
To show the expected behaviour at Charthouse, which PBS expectation do you need to focus on?	What would other people think or feel then?	How do you think you would feel?

## GLOSSARY

From the Berry Street Education Model

<b>Active constructive responding</b>	A positive way of responding when someone shares good experiences or information that builds relational capital
<b>Adverse Child Experiences (ACEs)</b>	Stressful or traumatic childhood experiences which have led to feelings of being frightened or unsafe. Such feelings may lead to continuing detrimental impacts on an individual's physiological and psychological systems.
<b>Affective responses</b>	Describes difficult and potentially unpleasant situations or series of situations.
<b>Agency</b>	A sense of control
<b>Alexithymia</b>	Difficulties with identifying, feeling, understanding, or expressing emotions.
<b>Anxiety</b>	A feeling of uneasiness, fear and uncertainty.
<b>Attachment</b>	A model of human development that emphasises the central role of caregivers and kinship systems in providing nurturing, co-regulatory relational bonds between an infant, child or young person and their consistent adult caregivers.
<b>Attunement</b>	Flexible and empathetic responsiveness to another person that resonates with that person's relational needs.
<b>Automatic negative thoughts</b>	Negative thoughts (often catastrophising) that come to someone automatically when they experience anxiety, depression, anger, frustration, or other uncomfortable states or emotions.
<b>Belonging</b>	Feelings of inclusion with, and connection to, people, place, culture and community.
<b>Bottom-up-regulation</b>	Regulation driven by bodily sensation (feeling)
<b>Bounded Choices</b>	Providing students with one or more choices to keep moving forward with adult support and direction.
<b>Brain Break</b>	Brief planned interruption that provides a break from learning. Brain Breaks facilitate renewed focus on, and regulation for, learning.
<b>BSEM</b>	Berry Street Education Model
<b>Circle of Security</b>	A model of attachment that focuses on the role of caregiving adults in meeting a young person's needs for both independence and emotional support.
<b>Cognitive pathways</b>	Ways to think critically and creatively, to retain and use information, and to set and work towards goals.
<b>Cognitive load</b>	The amount of information the brain or working memory can process at a given time.
<b>Compassion satisfaction</b>	Feelings of fulfilment people derive from helping others, and feeling their work and actions have a positive impact.
<b>Complex Learning Needs</b>	Recognition that some students struggle to learn, which may have multiple underlying causes.
<b>Complex relational trauma</b>	Adverse events that are repeated and ongoing throughout the developmental years.
<b>Consistent predictable adult</b>	A consistent and predictable caregiver within a professional role.
<b>Consistent predictable routines</b>	A sequence of actions followed regularly to build predictability and a calm and predictable learning environment.
<b>Co-regulation</b>	Actions or behaviours that influence another to be regulated with the aim that the other person can build their own capacity for self-regulation.
<b>Culturally responsive</b>	Valuing, understanding, and appropriately responding to the full range of dimensions of diversity.
<b>Decision Fatigue</b>	Difficulty making decisions due to physical, emotional, cognitive or sensory overwhelm.
<b>De-escalate</b>	Decrease an individual's physical, emotional and mental escalation towards being calm and centred.
<b>Developmentally informed</b>	Describes an awareness and support of stages of growth and maturation in child development. Includes physical, emotional, psychological and social stages of growth.
<b>Dopamine, oxytocin, serotonin and endorphins</b>	Chemical messengers in the body that function as both neurotransmitters and hormones depending on context.
<b>Dysregulation</b>	Temporary state of being unable to regulate emotions, behaviours or responses to the environment.
<b>Emotional Intelligence</b>	Ability to identify emotions and feelings in others.
<b>Enduring stress</b>	Ongoing stress resulting from difficult situations.

<b>Engagement</b>	Attention, curiosity, optimism and interest in learning.
<b>Escalate</b>	Increase in an individual's physical, emotional and cognitive reactions to stress.
<b>Escalation profile</b>	A bell curve model for exploring the impacts of escalation and de-escalation and suggesting helpful strategies educators can use to support students.
<b>Extraordinary simultaneity</b>	The brain's ability to multi-process
<b>Fight, flight, freeze, fawn</b>	How our bodies respond physiologically and behaviourally to threats or stressors, either by preparing to fight, flee freeze or fawn to meet personal needs.
<b>Flow</b>	A state of peak, optimal engagement in a task that is self-motivating and intrinsically fulfilling.
<b>Golden Statement</b>	A special type of instruction students can only see as true.
<b>Grit</b>	Passion, enthusiasm, persistence, and effort directed towards achieving goals.
<b>Growth Mindset</b>	Belief that talent, intelligence and attributes are changeable. Prioritises effort and growth as pathways to pursuing goals and achieving success.
<b>High Expectations</b>	The strong belief that somebody can achieve something with proper supports, strategies and relational connections.
<b>Homeostatic</b>	Describes a balance of all bodily systems. Regulated functioning.
<b>Hook</b>	An activity or prompt used to encourage student engagement at the beginning of a lesson.
<b>Hyperarousal</b>	An escalated or stressed state
<b>Hypervigilance</b>	Survival strategy of regularly scanning the environment for cues of physical or psychological threats, real and perceived.
<b>Hypoarousal</b>	A state of under(low) arousal
<b>Interoception</b>	Internal sensory system whereby people notice and respond to their physical and emotional states.
<b>Intrinsic Motivation</b>	Drive that comes from within, personal feelings of satisfaction or desire to learn.
<b>Long term memory</b>	The cognitive system that transfers information from short-term memory into long-term storage.
<b>Maladaptive</b>	Describes behaviour or behaviours that are not in a person's own best interests or meeting their needs in unhelpful or unhealthy ways.
<b>Micro-moment</b>	Moment when a student can benefit from relational support.
<b>Mindfulness</b>	An awareness and acceptance of thoughts, emotions and the present moment
<b>Mindhooks</b>	Unhelpful thoughts and beliefs that distract people from doing what matters to them.
<b>Mindset</b>	Ways of thinking that shape how people make sense of the world and themselves
<b>Neural networks and pathways</b>	Connected neurons that send signals from one part of the brain to another.
<b>Neuroception</b>	A largely unconscious process through which a person scans the environment for safety or threats.
<b>Neurochemistry</b>	The interaction of chemicals in bodily systems. These chemicals control and influence the physiology of the nervous system.
<b>Neurodivergent</b>	Describing a person whose brain develops differently. Among other things, they may process, prioritise, act, react, or learn in ways that are not neurotypical.
<b>Neurotypical</b>	Describing a person whose brain develops as their culture expects according to age and stage.
<b>Non-Verbal Cues</b>	Communication via body language, tone of voice, and facial expressions.
<b>Positive narration</b>	A type of process praise in which teachers narrate the on-task behaviours students display.
<b>Positive Primer</b>	Activity that primes young people with positive emotion that benefits their learning and that can assist in being Ready to Learn
<b>Power struggles</b>	Competition for control and influence which can result in unhelpful ruptures.
<b>Present and centred</b>	Optimal state of mind when attention is in the present moment and we feel centred in our bodies.
<b>Proactive strategies</b>	Strategies deliberately implemented when preparing to achieve a desired outcome.
<b>Process praise</b>	Praise which focuses on acknowledging effort, strategies, or actions that contribute to achievement.
<b>Ready to Learn</b>	Present and regulated state in which a student is prepared for learning.

<b>Ready to Learn Plan</b>	Preplanned strategies for times when students are feeling escalated, dysregulated, or outside their window of tolerance.
<b>Ready to Learn strategies</b>	Activities and strategies that assist students to proactively prepare themselves for learning.
<b>Ready to teach</b>	A state in which an educator is present and centred and ready to be a consistent, predictable adult for their students.
<b>Ready to Learn Scale</b>	Scale students use to reflect on, and then communicate with their educator about their readiness to learn
<b>Regulation</b>	Ability to control or regulate our responses to the environment.
<b>Regulatory capacity</b>	Capability for regulation to meet physical, emotional, cognitive, energetic, spiritual and cultural needs.
<b>Resilience</b>	The ability to adapt to stress and maintain psychological wellbeing in the face of adversity.
<b>Restorative practices</b>	An approach that prioritises empathy, relational repair, and proactive collaboration towards shared solutions.
<b>Safe Haven</b>	When adults provide safety and co-regulatory support to young people who feel upset, overwhelmed, distressed, or in need of comfort.
<b>Secure base</b>	When adults provide fair expectations and limits for young people to explore, learn, seek independence and engage in healthy risk taking.
<b>Self-Regulation</b>	Capability to control our impulses and to soothe and calm our body's reactions to stress
<b>Self-soothe</b>	Ability to soothe our central nervous system responses. Can refer to helpful or unhelpful strategies when facing stressors.
<b>Simple trauma</b>	Experience of intensely frightening event that is potentially life threatening, and which could happen to anyone.
<b>Speed bump</b>	A moment of rupture or difficulty that has the potential to prevent progress when learning
<b>Stage-appropriate and age-respectful</b>	Describes thoughts and actions acknowledging that child development occurs in unique ways for everyone. Entails planning, preparing and activating age and stage appropriate strategies to meet a young person's needs, based on multiple aspects of their development.
<b>Stamina</b>	The physical or mental ability to sustain effort or activity.
<b>Strengths-based</b>	Describes a way of working that focuses on abilities, knowledge and capacities. Framing intervention to build upon an individual's strengths.
<b>Stress</b>	State of physical, emotional, or mental strain or tension.
<b>Stress response</b>	Mobilising physical and psychological responses to manage stress.
<b>Survival strategy</b>	Ways people protect themselves from distress or regulate during uncomfortable and unwelcome moments.
<b>Top-down regulation</b>	Regulation driven by cognitive processing (thinking).
<b>Toxic stress</b>	Stress that is prolonged, severe, and chronic, and negatively impacts functioning and development.
<b>Trauma</b>	An overwhelming experience that can undermine a person's belief that the world is good and safe.
<b>Trauma-informed</b>	When providing services and support, it is important to have a knowledge and understanding of trauma and its impact.
<b>Traumatic stress</b>	ongoing impacts of mental or emotional strain resulting from difficult and unpleasant situations which may lower the body's own baseline for stress tolerance.
<b>Unconditional positive regard</b>	An attitude of care and acceptance that is not conditional on an individual's behaviour.
<b>Unhelpful relational patterns</b>	Patterns of behaviour that undermine relationships
<b>Unpredictability = risk</b>	Theory which suggests that when an individual encounters an unpredictable situation, they will enact helpful or unhelpful behaviours to manage potential risk.
<b>Unpredictable</b>	describes something that cannot be reasonably assumed in a given context, situation, or experience.
<b>Vicarious trauma</b>	A secondary traumatic response due to exposure to another person
<b>Window of tolerance</b>	Useful framework for understanding an individual's physiological and emotional response to different experiences.