

PBS **(Positive Behaviour Support)**

***Formally Student Behaviour Management Policy**



Aspire to achieve

Aspiri Behaviour Beliefs and Rationale

Aligned with research from the Australian Education Research Organisation (AERO), we believe positive learning environments are created when teachers establish and maintain positive teacher–student relationships and proactively teach, model, revise and reinforce expected behaviours, routines and rules with their students.

Restorative practice supports separating the behaviour from the person.

Restorative practice research strongly supports:

- separating the child from the behaviour
- viewing incidents as opportunities for teaching and repair
- responding proportionally to context and harm

For example:

- playground conflict may require restorative conversation, reteaching and repair
- classroom disruption may require instructional consequences because it impacts learning access

[Understanding restorative practices and Positive Behaviour for Learning \(PBL\) fact sheet](#) (Appendix 4)

There is strong research support for context-specific behaviour responses, meaning behaviour in the playground can, at times, be addressed differently from behaviour in the classroom, provided the approach remains aligned with whole-school expectations and values. [AERO Classroom management practice guide – Responding to disengaged and disruptive behaviours](#) (Appendix 5).

The research that guides our processes at Aspiri supports the understanding that:

- behaviour is contextual and functional
- playgrounds and classrooms require different social, emotional and supervisory skills
- discipline systems are most effective when they are predictable, restorative, educative and proportionate to the environment, rather than adopting a “one size fits all” approach
- consistency does not mean identical consequences in every setting; rather, it means shared expectations, predictable processes and fair, context-responsive responses to behaviour
- effective behaviour support is informed by patterns, frequency, context and impact, rather than isolated incidents alone, with classroom teachers playing a critical role in identifying, monitoring and responding to these patterns over time.

At Aspiri, we are committed to creating safe, inclusive and supportive learning environments where behaviour is viewed as an opportunity for teaching, growth, restoration and success.

Positive Behaviour Support (PBS)

At Aspiri Primary School we recognise that behaviour occurs within relationships. When challenges arise, staff work alongside students to understand what has happened, who has been affected and how the situation can be repaired. Through restorative practices, students are supported to take responsibility for their actions, rebuild relationships and remain connected to their learning community.

Positive Behaviour Support (PBS) is a K – 6 school wide framework aimed at improving the academic and behavioural outcomes of all students. PBS works to establish a climate in which appropriate behaviour is the norm. This occurs through the use of proactive strategies and the explicit teaching of behavioural expectations.

Positive Behaviour Support provides the structures that prevent behaviour difficulties, while restorative practices guide how we respond when challenges occur.

PBS places major focus on prevention and the following key elements create a safe, positive and productive learning environment:

- **Clearly defined and taught behaviour expectations** – staff teach behaviours as they would teach academics or any other skill. Staff repeat this process until students learn the new behaviours.

- **Consistent and frequent acknowledgement of appropriate behaviour** – a school wide focus on all staff giving students high rates of positive performance feedback is important because it can improve the interactions between students and staff and therefore improve the school climate. We want to establish a positive school climate in which compliance receives more attention than non-compliance.
- **Constructively and specifically addressing problem behaviour** – introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding.
- **Effective use of behaviour data to assess and inform decision making** – PBS is an evidence-based research approach, which has resulted in increased time for instruction, an increase in positive behaviours school wide and a decrease in disruptive behaviours. Data collected is used in an ongoing process to drive the program.

When behaviour expectations are not met, staff guide students through reflection, restorative conversations and problem solving so that harm can be repaired and learning can continue.

How does PBS work at Aspiri Primary School?

Aspiri's Positive Behaviour Support (PBS) framework will be integrated with Restorative Practices. This approach reflects the school's commitment to a consistent, proactive, and educative model of behaviour support that strengthens relationships, promotes student responsibility, and supports wellbeing. The HEART values will remain central to school culture and provide a shared language for explicitly teaching, modelling, and reinforcing positive behaviour across all settings. Currently, the following processes will take place further to the above.

- The development and use of a consistent whole school approach and common language in regard to our five behaviour expectations – Honesty, Excellence, Attitude, Respect and Teamwork.
- Staff and school community members collaboratively developed a behaviour matrix, which describes the PBS Expectations.
- Behaviour expectations are highly visible within classrooms and throughout the school.
- A behaviour curriculum with lesson plans.
- All staff demonstrate, explain and provide opportunities for students to practise behaviour skills.

Classroom and Whole-School Positive Reinforcement

Teachers will intentionally identify and acknowledge positive behaviours that are outlined in the School's Behaviour Matrix. These behaviours are explicitly taught by teachers so that all students understand what is expected and how to demonstrate them. Students who consistently demonstrate these behaviours may be reward or recognised in variety of different ways.



PBS Leadership Team Members

The Aspiri Primary School PBS Leadership Team is a representative group of school stakeholders who meet regularly to develop the PBS program. The following members make up the PBS Team for 2026:

Team Leader: Kelly Clark
Principal: Kristy Mularczyk
Deputy Principal: Callum Leslie
Internal Coach: Tamara Fry
Secretary: Steve Hamilton
Secretary: Brianna Blundell

Timekeeper: Mel Grima/Sophie O'Hehir
Data Manager: Rachel Liow
Data Manager: Helen Scott
Communication Co-ordinator: Maddy Peck
Communication Co-ordinator: Sarah Passmore

PBS is a growing space in our school with many aspects still to be developed before full implementation estimated for 2027.

Teaching expected behaviours – Matrix

At Aspiri Primary School we have a school matrix. This matrix is to be displayed in all classroom and public places. The matrix explains the behaviours we expect under each of the five values.

	LEARNING ENVIRONMENT (classroom learning)	ANYWHERE, ANYTIME (before/after school, break time, transitions, toilets, incursions, excursions, assembly)
HONESTY	- We own our actions - We are truthful in our responses	- We ask for help from duty teachers - We understand it is ok to win or lose
EXCELLENCE	- We use feedback to improve our learning - We are prepared for our learning - We set goals and take step to achieve them	- We do our best work - We make safe choices - We are in the right place at the right time
ATTITUDE	- We encourage others - We keep trying even when things get challenging - We ask for help and accept it from others - We respond appropriately	- We care for our environment - We listen to each other's point of view - We encourage others to make good choices
RESPECT	- We listen when others are speaking - We put our hand up to speak - We support others' right to learn	- We walk around the school - We walk our wheels - We show kindness - We look after our equipment and put it back properly. - We follow instructions the first time
TEAMWORK	- We listen to everyone's ideas - We help others during activities	- We play fairly - We show sportsmanship - We work together to solve problems - We cooperate and share with others

What happens when students do not follow the behaviour expectations?

When behaviour expectations are not met, staff respond in a calm and relational manner. Students are supported to regulate, reflect, understand impact and repair harm.

To effectively correct a behaviour error staff should respond in a way that is:

- Calm: using professional and composed voice tone and volume.
- Consistent: respond the same way to all students who display minor behaviour errors.
- Brief: short and concise response and disengage quickly to get back to learning.
- Immediate: respond within a short time after the behaviour error takes place.
- Respectful: a private and polite response free of sarcasm or threats.
- Specific: tell the student exactly what they are doing incorrectly and state specifically what they should be doing (remember the response to misbehaviour must be focussed on re-teaching the student/s by helping them know what we want them to do instead).

Some students need support to regulate before reflecting on behaviour. Staff provide time and strategies before restorative conversations.

Following behaviour incidents, staff support students to restore relationships with peers and teachers so they can re-enter learning with dignity.

Restorative Conversations

Staff use restorative conversations to address behaviour, strengthen relationships and maintain a positive learning environment. Using the P3 (Past, Present, Future) framework, staff guide students to reflect on what happened, consider who has been affected and how, and identify how the situation can be repaired and what they will do differently in the future. This process supports students to take responsibility for their actions, understand the impact of their behaviour and develop strategies for making better choices moving forward.

Support and Recording Inappropriate Behaviour

Our school will set out to provide and record individual student behaviour support where the need is identified through:

- monitoring students whose behaviour needs are not adequately met by the whole PBS;
- using advice received from regional and Statewide Services staff, as required;
- liaising with external agencies or experts, as required;
- using information received from the student and their parent(s) to inform the personalised behaviour support plan; and
- reviewing records of enhancements in behaviour support and their outcomes.

The school will:

- review whole school behaviour support planning annually or school data indicating the need; and
- report annually to the School Board and community on the schools' performance in behaviour support processes inclusive of PBS.
- record data on behaviour through tracking documents and Compass entries.

Student Voice & Family Partnership

Students are encouraged to take an active role in resolving conflict and repairing harm. This supports empathy, responsibility and problem-solving.

Families may be involved in restorative processes where appropriate so that students experience consistent support between school and home.

Good Standing

RATIONALE: Good Standing Policies in schools were introduced by the Department of Education to address ongoing behaviours that disrupt the learning of students. The Good Standing procedures within the Aspiri PS PBS Policy provides a framework and guidelines to assist staff in supporting students to display positive behaviours in line with our values of Honesty, Excellence, Attitude, Respect and Teamwork.

WHAT IS GOOD STANDING: All students commence each school term with Good Standing status unless ext. Maintaining Good Standing requires students to uphold the Aspiri HEART values and display acceptable behaviours in accordance with the Positive Behaviour Matrix.

MAINTAINING GOOD STANDING: Students with Good Standing are eligible to participate in extra-curricular activities such as whole-school PBS reward days. If Good Standing is lost, students participating in any of these activities or other events/activities where student misbehaviour is deemed high-risk, remains at the discretion of the Principal.

LOSS OF GOOD STANDING: Staff use many strategies with students to prevent misbehaviour. The school's aim is for students to maintain their Good Standing. The loss of Good Standing procedure commences when a student:

- Is referred to the office for a major behaviour which is recorded on a Behaviour tracking sheet,
- Is referred to the office for repeated minor behaviours which have been recorded on a Behaviour tracking sheet,
- Or has any combination of the above mentioned at the discretion of administration.

Please note, breaches of standards of behaviour that result in a suspension or in school suspension, leads to an automatic loss of Good Standing.

RE-INSTATING GOOD STANDING: Good Standing may be re-instated after two weeks (10 school days) if the student is maintaining appropriate conduct as outlined in our school PBS expectations to the best of their ability. Open communication between classroom teachers, specialist teachers, school administrators, parents/carers and students will occur up until Good Standing can be re-instated. Please note: loss of Good Standing duration may be negotiated dependent on student need and circumstances surrounding the behaviour that led to Good Standing loss.

Suspension

Suspension is a serious course of action that can only be decided on by the Principal or delegate, in line with the Department of Education policy. There are two types of suspension;

- in-school suspension (withdrawal)
- out-of-school suspension.

Suspension will, on most occasions, be immediate for any student who:

- attacks or initiates a serious physical altercation with another student or staff member,
- records, publishes or uploads to social media a fight or fighting or bullying involving students at a public school.

Suspension of students can also be for breaches that fall into the following categories:

- Physical aggression committed intentionally, resulting in pain or injury, or behaviour that interferes with the safety and well-being of other students, staff or other persons is to be suspended immediately.
- Abuse, threats, harassment, or intimidation including verbal or non-verbal actions that are abusive, harassing, intimidating, or threatening, including stalking, sexual harassment, sexual innuendo and manipulation of other students, staff, or other persons.
- Damage to or theft of property direct or indirect damage to, or theft of, property.

- Violation of the school's Code of Conduct or school or classroom rules this covers student misconduct not addressed in any of the other categories that violate the school's Code of Conduct
- Is in possession of a firearm, prohibited weapon or knife. In addition to the above the matter must be reported to police.
- Uses, or is in possession of a suspected illegal substance such as a E-Cigarette (vape). In addition to the above the matter must be reported to police.
- e-breaches includes breaches under the Student Online in Public Schools policy and procedures or personal use of mobile electronic devices requirements. This includes breaches of an acceptable usage agreement, appropriate use of online services agreement, and recording, distributing, or uploading of inappropriate videos, images or messages of students, parents, or staff with reasonable link to the school (for further detail refer to Department of Education Suspension and Expulsion of School Students Procedures).

A formal interview (if possible) may be held with the student prior to making the decision to suspend.

The Principal or delegate must ensure, where possible, that the student is given explicit information about the nature or the allegation(s) and is given the opportunity to consider and respond to the allegation(s). The key features of this action must be recorded in writing. For very young children it may be advisable to have a parent or carer present during the interview.

A "Suspension Resolution" meeting may be convened by the Principal or delegate at the earliest practicable opportunity. The Principal, in conjunction with the parents or carers should utilise the school, regional and other available resources.

It is important to note that the above criteria is a guide and decision made about student misbehaviour remains at the discretion of the Principal who considers all information available before making a decision to suspend a student.

Good Standing Procedures

There are three stages involved in loss of Good Standing.

STAGE 1 – NOTIFICATION

A Stage 1 Notification message is sent home via email and recorded on Compass by the classroom teacher in consultation with Line Manager when a student has:

- Repeated progression through the Whole-School Behaviour Management Flowchart resulting in the student requiring reflection time in or out of the classroom
- Displayed negative behaviour that results in a referral to the Administration Team from either classroom, duty or specialist teachers'
- Displayed inappropriate behaviour whilst representing the school in extra-curricular activities

STAGE 2 – SECONDARY NOTIFICATION

A Stage 2 notification letter is sent home by the Associate Principal (Line Manager of Classroom or Specialist Teacher) when a student has:

- Further referrals for major or repeated minor behaviours the Classroom or Specialist Teacher will notify AP (Line Manager). Associate Principal to send Notification letter home to be signed and returned and Associate Principal to call home to advise the parent/carers that Stage 2 has been reached and discuss behaviour. Behaviour Management Plan to be considered in consultation with parent/carers and AP (Line Manager).

STAGE 3 NOTIFICATION – LOSS OF GOOD STANDING

- Further repeated progression through the Whole-School Behaviour Management Flowchart resulting in the student requiring reflection time in or out of the classroom as above
- Involvement in an incident in the classroom, playground or off-site activity that requires immediate withdrawal by the Administration Team.
- Involvement in a one-off severe behaviour incident in the classroom or playground that results in in-school or out of school suspension.

- Parents/carers will be contacted to explain the loss of Good Standing, restrictions due to loss of Good Standing and the process for reinstatement. A letter will also be sent home.

Please note if a child is suspended either in or out of school, this will result in an immediate loss of Good Standing. In this instance, parents will be informed of the loss of Good Standing at the same time as the suspension. Students who lose their Good Standing twice in a school term may lose the right to attend whole-school PBS reward days, and/or other school events activities that may be deemed high-risk for misbehaviour at the discretion of the Principal. Good Standing is restored at the beginning of each term.

Any Good Standing notifications incurred by a student will be recorded by the school on a data tracking spreadsheet for record keeping purposes. This data will also be inputted to Compass as part of the Departments recording keeping expectations.

Classroom behaviour flowchart and tracking sheet

First Level	Second Level	Third Level
Step 1 Teachers give student a warning, stating the inappropriate behaviour followed by what the student should be doing.	Upon returning from reflection time, teacher reminds student of appropriate behaviour through restorative conversation and looks to provide positive feedback as soon as possible if desired behaviour is evident.	Upon returning from reset classroom, teacher again engages restoratively, reminding student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.
Step 2 Teacher notifies student that the inappropriate behaviour has continued and that they are now receiving a second warning.		
Step 3 Teacher notifies student that they now have received a third warning for inappropriate behaviour and need to have reflection time in the classroom.	Step 4 Teacher notifies student that they now have received a fourth warning and will go to Reset Class.	Step 5 Teacher notifies student that they now have received a fifth and final warning for inappropriate behaviour and will be sent to the Associate Principals office.
Reflection in classroom	Reset Class	Sent to Associate Principal
Recording on Compass remains at discretion of Classroom Teacher	Classroom Teacher records behaviour in Compass and notifies parent	Associate Principal records behaviour in Compass and notifies parents

A Behaviour Tracking Sheet is mandatory in all classrooms. The purpose is to track and record a students behaviour over the course of the day. If a student receives a warning/s while in class, the process is followed as outlined and recorded it on the Behaviour Tracking Sheet. If a student has a warning/s when they are about to go to a specialist class, their sheet goes with them. The specialist teacher will return it at the completion of their lesson.

Reset classes will be a classroom within the same year level, negotiated by the classroom teacher at the beginning of each year.

Classroom Behaviour Tracking Sheet

Student Full Name: _____ Date: _____

Reporting Staff member: _____ Class: _____

		Behaviour	Signature	Enter in Compass
First Level	1st Step			
First Level	2nd Step			
First Level	3rd Step - Reflection			
Second Level	4th Step - Reset Class			
Third Level	5th Step - Associate Principal Referral			

Playground behaviour flowchart and tracking sheet

First Level	Second Level	Third Level
Step 1 Teacher states desired behaviour followed by a verbal warning.	Upon returning from reflection time, teacher restoratively reminds student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.	Upon returning from further reflection time, teacher restoratively reminds student of appropriate behaviour and looks to provide positive feedback as soon as possible if desired behaviour is evident.
Step 2 Teacher notifies student that they now have received a second warning for inappropriate behaviour and need to have 5 mins reflection time in a designated spot in the playground.	Step 3 Teacher notifies student that they now have received a third warning for inappropriate behaviour and need to have 10 mins reflection time in a designated spot in the playground.	Step 4 Teacher notifies student that they now have received their final warning for inappropriate behaviour and will be sent to the Associate Principal's office.
5 mins reflection in playground	10 mins reflection in playground	Sent to Associate Principal
	Duty teacher to communicate with the next teacher. Sheet makes is back to teacher before day ends for reporting and recording	Associate Principal records behaviour in Compass and notifies parents

FAST TRACKED BEHAVIOURS – Students bypass levels and go straight to the Associate Principal. Below are examples of these –

- Violent behaviour (including punching, hitting, and kicking with force or intent to injure another student or staff member)
- Damage to school property or resources

If strategies prove ineffective or there is evidence of repeated inappropriate behaviour across a period of time, teachers should consult with the school leadership team. Resulting strategies could include: meeting with parents, lunchtime or recess alternative activities or placements (up to 30 minutes maximum), informal counselling by school leadership team, individual behaviour plan, parent/teacher communication book, referral to support services and other strategies determined by staff involved (designated play area, high visibility vest).

Major or persistent unacceptable behaviour not in line with Aspiri's HEART values, may involve any of the strategies listed above inclusive of Good Standing Notifications. A designated leadership team member will monitor the behaviour, whilst working closely with the appropriate staff members and parents. Behaviour and progress will be communicated in a timely manner with all relevant stakeholders.

 Playground Behaviour Tracking Sheet				
Student Full Name: _____			Date: _____	
Reporting Staff member: _____				
		Behaviour	Signature	Enter in Compass
First Level	1st Step			
First Level	2nd Step - 5 minutes out in designated spot			
Second Level	3rd Step - 10 minutes out in designated spot			
Third Level	4th Step - Associate Principal Referral			



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LOSS OF GOOD STANDING – STAGE TWO NOTIFICATION

Date: _____

Dear Parents/Carers,

I wish to inform you that your child _____ has received this Stage 2 Notification letter which places their Good Standing at risk. This is due to the following behaviour:

We have spoken to _____ about the above issues and the consequences of their actions and will plan strategies to maximise the likelihood of their Good Standing being retained. We place a great deal of value on students retaining their Good Standing and look forward to working with you and your child to develop an effective plan to support them.

As noted in our Positive Behaviour Support (PBS) Policy, students who have lost their Good Standing are not eligible to participate in extra curricula activities such as whole-school and PBS reward days, performances/visiting performers, excursions, class rewards, camps, interschool sporting events and formal ceremonies.

Yours sincerely,

Acknowledgement of Loss of Good Standing Letter

Parties involved:	Signature:	Date:
Student		
Parent/carer		

Please complete and sign the attached acknowledgement slip and return to the administration office or respond via email within two (2) school days.



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LOSS OF GOOD STANDING LETTER

Date: _____

Dear Parents/Carers,

This is to inform you that _____ has lost their Good Standing. This is due to the following behavioural breaches:

We have spoken to _____ about the above issues and the consequences of their actions. We will be meeting with them to discuss strategies to work towards reinstating their Good Standing. This will be achieved through completing a Return to Good Standing Tracking card.

The loss of Good Standing will last for a period of ____ school days, from _____ to _____ (finish date will be adjusted if your child is absent.)

As outlined in our Positive Behaviour Support (PBS) Policy, your child's eligibility to participate in a range of school-related activities—including but not limited to whole-school reward days and other school-based activities events that could be deemed high risk at the discretion of the Principal may be affected by their Good Standing status. After the completion of 10 school days of positive behaviour, Good Standing will be reinstated.

If you wish to discuss this matter, please do not hesitate to contact the school to arrange a suitable time.

Yours sincerely,

Kristy Mularczyk
Principal

Acknowledgement of Loss of Good Standing Letter

Name:		Date:	Select date
Signature			
☐ If returning this notification by email, please check this box as your acknowledgement and signature.			

Please complete and sign the attached acknowledgement slip and return to the administration office within two (2) days.

Appendix 3

I CAN DO IT!

I am working towards reinstating my Good Standing.
Teachers, please initial if I have demonstrated my goal in the playground or in your classroom.

Name:
Year/Class:

Goal/s:

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
MORNING	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
RECESS	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
MIDDLE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
LUNCH	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
AFTERNOON	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Appendix 4

Fact sheet

Understanding restorative practices and PBL

What is restorative justice?

- A philosophy or perspective
- General overarching principles: repairing harm, accountability, reducing risk, stakeholder involvement, community partnership



What are restorative practices?

- Strategies which are used to restore positive relationships and solve interpersonal issues.
- Examples of restorative practices include problem-solving conversations and separating the behaviour from the person.

Goals of restorative practices in schools

- ✓ Hold students accountable for their actions through repairing harm and making amends
- ✓ Include persons who have harmed or been harmed, and their surrounding community in restorative responses to school misconduct
- ✓ Reengage students at risk of academic failure and juvenile justice system entry through dialogue-driven, restorative responses to school misbehaviour
- ✓ Establish school-based practices such as circles, conferencing, peer mediation, accountability boards

PBL

PBL helps schools to develop a safe, respectful and productive learning environment by establishing a positive school climate where students and adults have strong, positive relationships and students understand what is expected of them as learners at school.

PBL provides a framework for schools to nurture students by providing them with positive behavioural supports and meaningful opportunities for improving social and emotional skills, such as recognising and managing emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships and handling challenging situations in a constructive way.

In PBL schools, principals, school leaders and staff members work together to establish and maintain a positive school climate. All adults communicate, teach, and model the positive behaviours they expect students to exhibit in the classroom and in other parts of the school throughout the day. By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviours, schools see fewer incidents of inappropriate behaviour and more time spent learning.

Key practices to teach and reinforce expected behaviours



Set expectations for positive behaviour in collaboration with the school community

- Establish predictable routines for students
- Post expectations for positive behaviour throughout the school
- Regularly communicate high expectations for student success demonstrating positive behaviour



Teach positive behaviour

- Build positive relationships with students
- Model positive behaviour for students
- Explicitly teach students how they can best demonstrate positive behaviour and follow expected routines. For example, specify expected behaviour while learning in the classroom, moving on walkways, eating in designated areas, entering the building, or leaving at dismissal
- Practise expected behaviour with students in all settings



Reinforce positive behaviour

- Regularly review expectations for positive behaviour, reteaching and allowing practice as needed
- Provide frequent feedback to students on their behaviour, both appropriate and inappropriate, so they know if and how they are meeting the school's expectations
- Acknowledge students for demonstrating positive behaviour, especially when it is a new behaviour for that student

Responding to problem behaviour



Correct behaviour calmly and in a manner that demonstrates that the student is safe and supported at school



View inappropriate behaviour as an instructional opportunity; reteach expectations and allow the student to practise expected behaviour



Use consequences that promote student self-reflection: What harm was caused? What can be done to correct the harm? Why did the student do what they did? What could they have done differently? What help does the student need and from whom to do something differently next time?



Communicate the importance of instructional time; correct student behaviour and return them to the instructional setting as quickly as possible



Document the use of corrective consequences to track success

Appendix 5

What is the P3P3F3?

The P3P3F3 is a PDF chart for using during small group conflict resolution. There are three vertical columns with a heading (P3, P3, F3) across the top. The first column, P3 refers to the Past, the incident that has just occurred. The next column, P3, is for the Present and is for how the students are feeling and the last column, F3 -the Future, is for each individual to describe their future actions. Each of three columns comes with just 3 minutes attached. That's right, three minutes each and 9 minutes total, regardless of how many students are there!

[Download the P3P3F3 template here.](#)

Why only 3 minutes?

Part of the role of teachers in schools is to help students when conflict arises and to sort it out, repair the harm and move forward as quickly as we can. By giving three minutes each to the Past, the Present and the Future we are able to capture the gist of what has happened, how they are feeling and what actions will be taken without the need to delve into incidents from the previous month, year or decade. Revisiting past hurts and conflicts bogs student down in the quagmire of resentment and is entirely unhelpful. Sure, students love bringing up the past but as we guide these conversations it is our job to not allow this to happen. We know as adults that we can not hang on to every hurt as it will ultimately only hurt ourselves. Our goal is to address the immediate past, present and future so that students can begin to reclaim the relationship.

Why is speed a factor?

It is not so much speed that is the factor, as getting from the beginning to the end without finger pointing and blame. The longer the air time each student has, the more likely they are to revisit the past. The more they revisit the past the more bogged down and angry they become. Once they get into the mess of the past they become stuck and the conversation is more likely to loop and increase in complexity while at the same time avoiding dealing with the incident at hand. Let's help them to avoid this trap. In the beginning there might be some push-back from the students. They really want their time to share all of their grievances but if you stick to the timing of the plan students will realise that we no longer encourage past blame and will get to the point. We get to thank and congratulate the students for their participation and future actions in dealing with these difficult situations.

P3

P3

F3

Appendix 6

AERO classroom Management Practice Guide

<https://www.edresearch.edu.au/sites/default/files/2023-12/disengaged-and-disruptive-behaviours-aa.pdf?utm>



Update Date	Version	Changes Made	Endorsed
20/05/2026	V1	Callum Leslie	