

Behaviour Management Policy

Behaviour Management

Alta-1 College is a child safe school committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people, and expects all staff and volunteers to share this commitment.

All students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers. We recognise that every student has individual needs and complexities. Staff are committed to partnering with families to understand these needs and respond accordingly. The starting place for entering this relationship is assisting students in understanding and signing the Student Code of Conduct and engaging in the Personal Recovery and Community Building course.

Alta-1 College explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment (see definitions) and provides clear guidance in this policy to all members of the school community about what forms of behaviour management, discipline and consequences are appropriate.

The underlying values of the Alta-1 Behaviour Management System are that classroom management must be:

- Fair
- Firm
- Friendly

Inappropriate Behaviour

Inappropriate behaviour includes but is not limited to conduct that is unwarranted and is reasonably interpreted to be demeaning or offensive. Persistent, repeated inappropriate behaviour can become a form of harassment and thereby become disruptive, and does not promote healthy/ safe classroom culture.

Process for initial inappropriate behaviour: (EA and Chaplain may be involved at this level)

Process for Initial Misbehaviour

Behaviour	Consequence
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1. Student behaviour unacceptable, disruptive and/or disrespectful to culture of the class.	1 st verbal warning given
2. Student unacceptable misbehaviour continues	Student given 2 nd warning and invited to be removed from the situation/ classroom space. Discussion about the behaviour with staff member and opportunity to self- regulate.
3. If student does not respond to 2 nd verbal warning, and continues to engage in unacceptable behaviour	<p>Students remain separated from other students. final opportunity to work on self-regulation strategies and to engage in restorative process with staff. If refusal, keep students isolated, phone parent/guardian to explain behaviours and consequences that have been chosen.</p> <p>If behaviour has become unsafe and escalated to out of control, parent/guardian is contacted to collect the student from school. If the parent/guardian is not able to collect the student, then the student remains separated from other students until such time as they are able to be collected by the parent/guardian.</p>
4. Teacher completes a SEQTA note under the behaviour category and makes a communication note that parent was contacted.	Teacher to follow up with parent and student and discuss the return to the classroom. This will require a restorative process or a contract to be put in place that addresses the behaviour and “commitment to change”

Who is responsible:

Chaplain and EAs can address student behaviours in the initial unacceptable behaviour process. Teacher has duty of care and will address steps 1 to 4 of the behaviour management process.

Process for addressing unsafe and dangerous student behaviours at Alta-1

Step	Consequence
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<p>Step 1 – a contract is needed after student has been sent home</p>	<ul style="list-style-type: none"> • Student receives 1–2-day school suspension. • Parent and relevant agencies contacted and informed of situation. • Asked to bring child in for re-engagement interview. Teacher to book time. • Student not to return until re-engagement interview takes place. • Commitment to change contract is issued at re-engagement interview. Contract sent to Regional Principal prior to issuing to student • Contract includes – The context of the situation and what occurred, behaviours to be addressed, strategies to help student manage their own behaviour and timeframe in which to review behaviour
<p>If Behaviour Contract is breached within timeframe and student continues upon re-entry into the classroom continues with the same unsafe behaviours, they move to Step 2</p>	
<p>Step 2</p>	<ul style="list-style-type: none"> • Remind student of their agreement and give opportunity to re settle back into classroom, ensure they have a self-regulation plan to follow. Give student opportunity to make better choices before removing student from class again, provide adjustments to assist student with re-entry to class. If student is still unsafe or defiant, inform student of the consequences of their choices and remind them about being safe, their community and their recovery. Why it is important for them to work together with staff to restore good relationships. • Staff may decide that the student was not ready to be back in the classroom again. • Case meeting called with all staff – teacher, chaplain, EA, Principal if needed. • Parent/guardian informed.
<p>Step 3</p>	<ul style="list-style-type: none"> • Following the above case meeting a decision is made if the student re-enters the cycle at Step 1 and repeats. • If the student is not engaging in ‘change’, the options that will assist the student in succeeding are explored. This may involve changing campuses, re-entering the transition program to focus on behavioural strategies, or alternate education providers. • If the student is unwilling to address defiant behaviours, they have then made the decision not to engage with our program, a meeting will need <p>to be made with the Regional Principal to discuss options for alternative arrangements/educational programs. We do this with the understanding that change takes time and often there are many setbacks before students are able to make consistent positive choices. At every stage we want to keep in mind the student's context, their needs and how we can restore relationships.</p>
<p>Step 4</p>	<ul style="list-style-type: none"> • When a student has reached Step 4 and demonstrates a willingness to take ownership for behaviour, attitudes, and show a desire to change, then they may be given access to the program again. Every effort must be made to provide the

	<p>student with opportunities to succeed, particularly where the student does not have a support system outside of Alta-1 College.</p> <ul style="list-style-type: none">• Education and Therapeutic services should work together to support the student to engage in positive alternative behaviours.• Where the student is an independent minor, the teacher still has duty of care of the student enrolled at Alta-1.
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Support information

Suggested case meeting discussion points for Step 2 may include:

- Is student willing to own their behaviours and to discuss how they can restore relationship with self, staff, and peers, are they willing to acknowledge, confront and resolve issues as they arise in their personal life, studies? Will they work on strategies to assist them self- regulate?
- Can they demonstrate that they are willing to participate in the classroom community by being a safe person and respecting themselves, staff, and others. What will they do to improve this and are they willing to be accountable to this process?
- Is the student ready and willing to receive extra support from Student Services, such as counselling or learning support?