

# **Supporting Student Behaviour Policy**

## Contents

Supporting Student Behaviour Policy.....	3
Policy Intent.....	3
Context.....	3
Understanding student behaviour.....	4
Connection to the Stronger Systems Model .....	7
Creating Safe and Supportive Classrooms.....	9
Setting up a trauma-informed classroom.....	9
Duty of care .....	10
Engagement with Caregivers .....	11
Prohibited practices .....	11
Policy Framework and Process.....	12
Responding to High-Risk Behaviour .....	12
The 5R Model.....	12
Legislation, policies and definitions.....	14
Legislation .....	14
Related Alta-1 Policies .....	15
Other relevant support documentation .....	15
Definitions.....	15
Appendices and Supporting Tools.....	17
Forms.....	21
Implementation.....	25
Contact Person.....	25
Policy Details and Document Management.....	26

# Supporting Student Behaviour Policy

## Policy Intent

Foundations and Philosophy

Here we cover what we believe, what we don't do, and how we establish and maintain safe and inclusive classroom

## Policy Statement

This policy outlines Alta-1 College's approach to supporting student behaviour in a way that is relational, trauma-informed, and aligned with our commitment to student wellbeing. It applies to all staff, students, contractors and volunteers engaged with the school.

## Policy Purpose

- Promote a consistent, strengths-based approach to responding to student behaviour
- Ensure the emotional and physical safety of all students and staff
- Support student growth, learning and participation through proactive, relational practices
- Uphold the legal and professional obligations of Alta-1 as an educational provider

## Policy Coverage

- This policy applies to all students, staff, families, guardians, and carers.
- It covers both onsite and offsite school activities, including excursions and camps.
- This policy is reviewed after any significant child safe or critical incident, it is also reviewed every 2 years as per non-government schools' regulation.
- We periodically review the implementation of trauma aware practices to effectively support the wellbeing of our students.

## Context

Alta-1 College is a multi-sited independent CARE school founded in Western Australia.

Our school is committed to supporting children with a history of adverse childhood experiences who have disengaged from education and are refusing to participate in school communities for a variety of reasons.

We use a trauma-informed, strengths-based approach to teaching and learning, ensuring that the needs of our students are central to what we do. This trauma informed lens informs our daily practices as a college.

We are aware that our students, due to trauma and mental health concerns have experienced significant gaps in their learning and development.

We recognise that students will display challenging behaviours in the classroom at times. Therefore our goal is to support all staff in using restorative approaches that foster healthy relationships and create thriving communities.

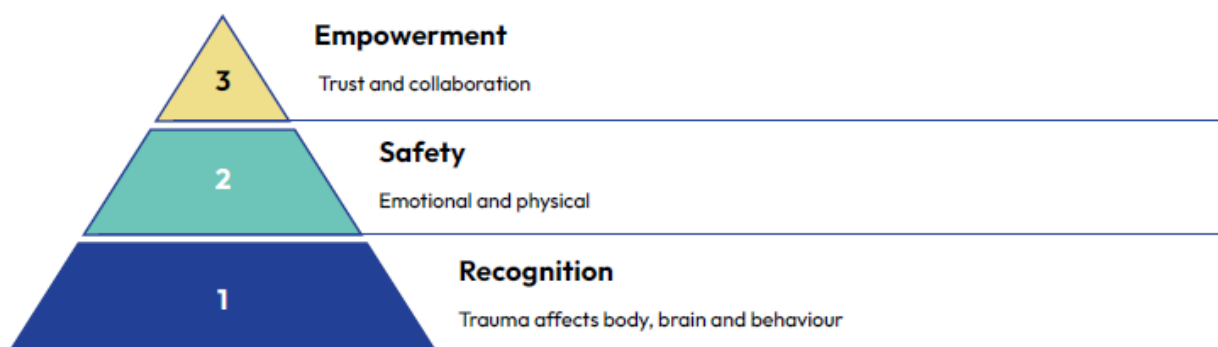
## Understanding student behaviour

### A trauma-informed, strengths-based approach

At Alta-1, we understand that all behaviour is a form of communication. It reflects a student's internal state, their nervous system regulation, their history of relationships, and the systems that surround them. Behaviour is not the problem to be managed - it's the signpost that helps us understand what's going on beneath the surface. This approach is better known as a trauma-informed practice.

What is Trauma-Informed Practice?

Trauma-informed practice is not a set of tricks or tools. It's a mindset and a commitment to how we see, respond to, and support students - especially when they're struggling. This pyramid illustrates our approach. It shows that unless recognition and safety are present, a student will struggle to reach empowerment.



#### 1. Recognition (Base of the pyramid)

**"Trauma affects the body, brain and behaviour."**

- We start by understanding that many of our students have experienced stress or trauma that impacts their nervous system, relationships, and ability to engage. These aren't just behavioural issues - they're regulation challenges.
- At Alta-1, we avoid blame and instead ask: "What's going on beneath the behaviour?"
- We recognise that trauma can narrow a student's window of tolerance, making the classroom feel unsafe or overwhelming. Recognition means tuning in, not writing off.
  - Teachers model boundaries with compassion, not control
  - Student strengths are recognised, not just their needs
- This is where restorative practice shines - rebuilding relationships and reminding students they matter, even after rupture.

#### 2. Safety

**"Emotional and physical safety is a prerequisite for learning."**

- Students cannot learn unless they feel safe - not just physically, but emotionally, culturally, and socially.
- We create safety through:
  - Predictable routines
  - Calm, consistent responses

- Cultural inclusion and identity affirmation
  - Accessible support from both education and wellbeing teams
- This stage is where we embed practices like co-regulation, trauma-informed classroom environments, and Ready to Learn plans. It's also where the Stronger Systems Model and zone-based check-ins help students locate their current state and access support without stigma.

### 3. Empowerment (Top of the pyramid)

**"Trust and collaboration restore a student's sense of agency."**

- Once students feel safe and seen, we move toward empowerment - inviting their voice, validating their perspective, and building trust through consistent connection.
- Empowerment means:
  - Students help co-create classroom agreements
  - Repair conversations involve student voice
  - Teachers model boundaries with compassion, not control
  - Student strengths are recognised, not just their needs
- This is where restorative practice shines - rebuilding relationships and reminding students they matter, even after rupture.

### Why this matters

When we shift from a behaviour management mindset to a behaviour response mindset, we're not just making things feel nicer - we're removing barriers to learning and wellbeing. This shift is especially important for students impacted by trauma, marginalisation, or disrupted schooling.

Here's why:

#### Trauma Impacts

Many students carry trauma into classrooms

- Students don't leave their life experiences at the school gate. For many, past trauma impacts their ability to feel safe, trust adults, regulate emotions, and access learning.
- Trauma-informed environments make it possible for students to engage without being punished for their pain.

#### Learning Barriers

Trauma affects regulation, relationships, and behaviour

- Trauma doesn't just disrupt emotions - it disrupts cognition. It impacts a student's memory, attention, impulse control, and executive functioning.
- A dysregulated brain cannot process information, collaborate, or problem-solve. When we respond to students with empathy, structure and flexibility, we remove internal roadblocks to learning. This is how we create conditions where students feel safe enough to stay in the classroom - and succeed.

#### Traditional Discipline

Can retraumatise and damage trust

- Zero-tolerance or punitive discipline (e.g. detentions, suspensions, public shame) can reinforce the very trauma students carry.
- Instead of building accountability, it often reinforces fear and separation - especially for students who already feel excluded due to race, disability, neurodiversity, or gender

identity.

- These approaches may manage behaviour in the short term, but they undermine the long game: trust, dignity, and engagement.

## Restorative Approach

### Fosters safety, dignity, and healing

- A restorative approach creates a culture where connection is prioritised, harm is addressed without shame, and students are invited to repair relationships - not just "serve time."
- It builds students' capacity to reflect, take responsibility, and feel like valued members of the school community.
- This is the foundation of our Stronger Systems Model - a shared framework where students and staff can talk honestly about how they're doing, what they need, and how we move forward together.

## Diversity & Inclusion

Every learner brings a unique set of experiences, strengths, and needs into the classroom. This diversity, whether it be cultural, linguistic, gender, neurodevelopmental, or cognitive, needs to be recognised and accommodated for.

We understand that neurodivergent students, including those with ADHD, autism, learning differences, or sensory processing challenges, may experience and respond to the world differently. This understanding shapes how we plan, teach, and respond.

At Alta-1, we work closely with caregivers and allied health professionals to build consistent, student-centred supports. This inclusive approach is not only responsive to diverse learners, it strengthens the classroom community as a whole.

In practice, this means:

- Embedding flexibility into routines, spaces, and tasks.
- Using strength-based language and providing multiple ways for students to engage, express and learn.
- Offering regulation tools and sensory supports to meet individual needs.
- Avoiding one-size-fits-all behaviour responses by considering what's driving the behaviour.
- Providing staff with training to recognise, understand, and support neurodiverse learners through co-regulation, curiosity and collaboration.

In a trauma-informed practice, we stop asking

'What's wrong with you?' and start asking

'What's happened to you and how can we help?'

## Connection to the Stronger Systems Model

This Student Behaviour Policy is grounded in the same philosophy as the Stronger Systems Model (SSM)-Alta-1's whole-school framework for creating a safe, connected, and growth-oriented environment.

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The **Stronger Systems Model** helps us build the container in which students can flourish. Our behaviour response approach forms part of this container-ensuring clear boundaries, relational safety, and compassionate structure in every learning space. The values, systems, and practices described in this policy are not standalone tools, but expressions of the SSM in action.

Both the **Stronger Systems Model** combined with this policy reflects shared commitments, including:

- **Wellbeing is central** - All behaviour is seen as communication, shaped by a student's experience, environment, and nervous system state.
- **Relationships come first** - Trust and connection are the foundation of growth. Restoration is prioritised over punishment.
- **Boundaries are kind and clear** - Structure and expectations are held consistently, without shame or exclusion.
- **The system adapts to the student** - We create safety, rhythm, meaning, and opportunity, even in moments of challenge.

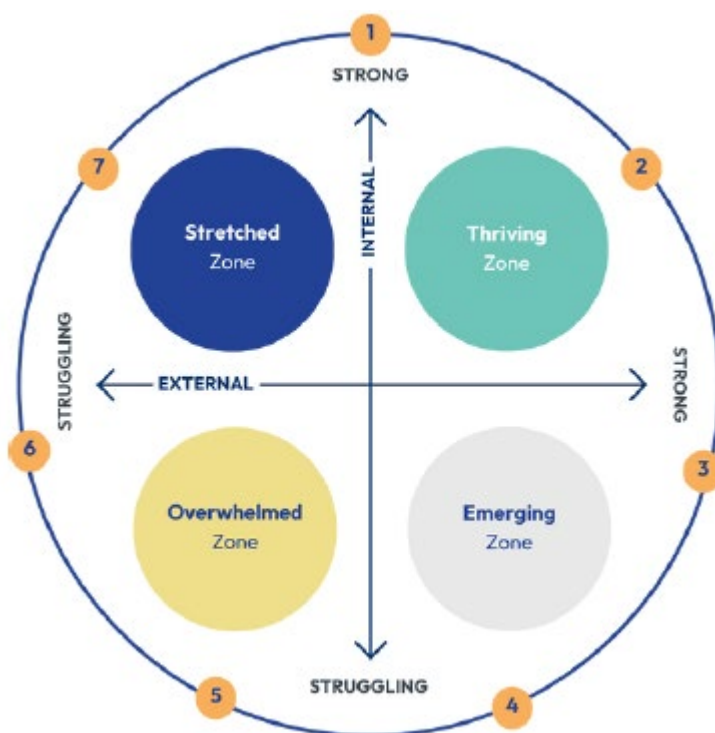
This alignment ensures that every student, staff member, and caregiver can rely on a consistent, values-driven approach to behaviour - one that holds students accountable with compassion, and helps the whole school community move forward, together.

### How the Stronger Systems Model support diversity

The Stronger Systems Model (SSM) is designed to respond to the diverse and complex needs of students by strengthening the systems around them, rather than placing the burden of change solely on the individual. This is particularly important when supporting students who are neurodivergent, culturally diverse, or experience marginalisation due to disability, trauma, or identity.

The model acknowledges that behaviour is shaped by more than internal factors. It is influenced by the systems students are nested within; classroom environments, school routines, cultural contexts, and access to support.

By embedding a systems lens, the SSM helps staff become curious, not reactive. It shifts the focus from "what's wrong with this student?" to "what systems are supporting or failing this student right now?"



SSM supports diversity by:

- **Making invisible struggle visible** - Zone check-ins and structured conversations help identify when students are struggling in unseen ways (e.g. sensory overwhelm, racial microaggressions, unspoken grief).
- **Normalising differentiated responses** - Staff are empowered to adapt expectations, routines and responses to match students' individual regulation needs and learning profiles.
- **Strengthening team-based support** - By using the model's tiered responses, staff collaborate across wellbeing, academic and leadership roles to ensure students are not left unsupported or siloed.
- Promoting culturally safe and identity-affirming practices - SSM encourages learning environments where students see themselves reflected, respected and protected.
- **Encouraging equity-focused habits** - From lesson planning to crisis response, staff use the model to ask: "Is this working for all our learners, or just some?"

The **Stronger Systems Model** becomes the scaffold that enables each student to belong, feel safe, and thrive - regardless of background, diagnosis, or previous experience in education.

# Creating Safe and Supportive Classrooms

How we create safe, inclusive and trauma-informed environments

## Setting up a trauma-informed classroom

The environment surrounding a student's behaviour matters. By setting up and maintaining trauma-informed classrooms, we can reduce the likelihood of escalated or disruptive behaviour - or, at the very least, create a safe and supportive space to respond to it effectively when and as it happens.

Therefore, we work for prevention rather than only intervention in our approach to student behaviours.

At a high level, key features of a trauma-informed classroom include:

### Predictability

**Structure creates safety. Students feel calmer and more in control when the environment is consistent and transparent.**

- Visual schedules, routines, and clear campus-wide expectations (e.g. phone use, greetings, 'ready to learn' time) are embedded in daily practice.
- Students are supported to understand what to expect - and what's expected of them.
- When change is needed, staff pre-cue and provide clear transitions to reduce anxiety.
- Routines such as checking in with a student's zone on the Stronger Systems Model, build a rhythm in the classroom.

### Co-regulation

**Regulation is relational. Students don't always arrive calm - so adults need to be the calm.**

- Staff model attuned, calm responses and hold boundaries with warmth.
- Proximity, tone, and presence are used intentionally to help students return to regulation.
- Ready to Learn Plans and co-regulation strategies (like movement breaks or verbal scaffolds) are tailored to individual needs.
- Staff ratios and layered supervision allow students to access multiple levels of support, from classroom teachers to wellbeing staff.

### Emotional safety

**Mistakes are part of growth. Students need to know they will not be shamed or excluded for struggling.**

- Behaviour is seen as communication, not defiance.
- Reset spaces and wellbeing support are available to help students recover, reflect, and re-enter.
- Students may access therapeutic supports, breakout spaces, or individualised wellbeing meetings where needed.
- Staff use consistent, clear language to help students understand that safety and dignity are nonnegotiable for everyone.

### Environmental adjustments

**Every student learns and processes the world differently - and our spaces should reflect that.**

- Classrooms are intentionally designed to reduce sensory overload - through flexible seating, calming visuals, and noise awareness.
- Modified timetables, self-regulation plans, and differentiated expectations support students with

complex needs.

- Access to Therapeutic Services, engagement programs, and external providers ensures wraparound care.

## Voice and choice

**When students feel heard and represented, they are more likely to engage, connect, and learn.**

- Students co-create classroom agreements and are involved in decisions that affect them.
- Trauma-informed classrooms actively practice cultural humility, offering equitable access and meaningful inclusion for Aboriginal students, LGBTQIA+ students, neurodivergent students, and students with disabilities.
- Restorative conversations are used to ensure students feel heard, valued, and reconnected - even after challenging moments.

## Integrating the Stronger Systems Model

**The Stronger Systems Model offers a shared language and structure to support trauma-informed practice in the classroom. Staff can use the SSM Zones to:**

- Facilitate daily zone check-ins, helping students reflect on how they're arriving (e.g. "Am I stuck, sinking, solid or stretched?")
- Identify barriers to learning - whether internal (emotional, sensory, relational) or external (curriculum, culture, systems)
- Respond with targeted interventions that are developmentally appropriate, identity-safe, and relationally attuned

## Duty of care

At Alta-1, we recognise that every staff member has a legal, ethical, and relational duty of care towards students in their care. This duty stems from the nature of the teacher-student relationship and applies whenever and wherever students are under staff supervision - on and off campus.

### Teachers and staff are expected to take reasonable steps to:

- Prevent foreseeable risks of physical or emotional harm
- Maintain appropriate supervision
- Uphold school policies and procedures
- Respond to safety concerns and provide medical assistance where needed
- Create environments where students feel safe, supported, and able to learn

While non-teaching staff and volunteers may contribute to this care, the primary responsibility always remains with the teacher or supervising staff member.

Alta-1, through its leadership and governing structures, also holds a vicarious duty of care - ensuring that staff are equipped and supported to uphold these obligations.

### What Duty of Care Means at Alta-1

Alta-1 is committed to ensuring that:

- All students are protected from foreseeable risks of injury or harm
- The physical environment is maintained in a way that supports safety for all students and visitors
- Clear, proactive processes are in place to respond to behaviours that may pose a risk to safety or wellbeing

- Staff understand their responsibility to act preventatively - not reactively - when it comes to student needs
- Additional care is provided where needed for younger students and those with disabilities

This duty includes the relational dimension of safety: we prioritise predictability, attuned supervision, and trauma-aware responses that protect the dignity, trust, and regulation of every student.

## Engagement with Caregivers

Alta-1 College values the role of caregivers in the lives of our students, we aim to provide support and regular communication that assist caregivers in building up the capacity for their child to engage in learning. We know that when we work in partnership with our caregivers, we will see more positive outcomes for our students. We commit to;

- **Regular Communication:** Multiple contact points and communication to share about student learning, success, wellbeing, and engagement.
- **Community Events:** Organising regular school community events to build positive connections and provide connection to the wider community and supports.

There may be certain circumstances where the caregiver is unavailable or not always supportive of the student's journey at Alta-1. Where a student's circumstances require additional supports or in the absence of a caregiver, please inform Therapeutic Services to provide additional supports.

## Prohibited practices

At Alta-1 College, we do not use corporal punishment or punitive measures as a means of modifying student behaviour. Nor do we use suspensions or expulsions as behaviour management tools.

These approaches may suppress behaviour in the short term, but they do not address the underlying causes or support long-term change. Instead, they often retraumatise students, damage trust, and increase disengagement - particularly for young people who have already experienced disruption, disconnection, or marginalisation.

Restrictive interventions, such as temporarily excluding a student from a program - are considered a measure of last resort, used only to ensure the immediate safety of staff or students. These actions are approached with great caution and can only be implemented in consultation with the Regional Principal, Clinical Lead, and caregivers.

Our commitment is to respond to behaviour in ways that maintain dignity, build capacity, and strengthen the student's sense of belonging within a safe, supportive learning environment.

### So how exactly do we do that?

## Policy Framework and Process

The response model, tiers of intervention, and practical responses

### Responding to High-Risk Behaviour

Even in classrooms grounded in connection and predictability, and while we work hard to prevent this through calm classrooms, there will be times when student behaviour escalates, becoming unsafe, dysregulated, or significantly disruptive. When this happens, our first priority is always to regulate, not react.

We draw on Dr Bruce Perry's model: Regulate, Relate, then Reason - creating space for calm before moving into conversations and consequences. This approach is embedded within our 5R Behaviour Response Model and supported by the Tiered System of Care.

What High-Risk Behaviour Can Look Like:

- Direct threats or targeted verbal abuse
- Physical aggression or weapon use (call 000, initiate lockdown)
- Running away from school or leaving campus without permission
- Threats of self-harm or suicide in a conflict context
- Online threats, defamation, or explicit content
- Sexual harassment, bullying or intimidation (see Bullying Prevention Policy)
- Drug or alcohol use, distribution, or possession on campus

Principles That Guide Our Response:



### The 5R Model

This process is led by the teacher, engagement officer, or deputy/regional principal. Support staff may assist, but should hand over responsibility and remain involved in the follow-up process.

#### 1. Remind - Gently reorient expectations

- As soon as the situation begins to escalate, calmly reinforce boundaries. Use simple, respectful language to remind the student of expectations:

- "You appear to be struggling, let's find a safe way through."
- "Right now, our priority is keeping everyone safe."

## 2. Redirect – Offer safe, respectful choices

- If needed, present clear options that allow the student to maintain dignity and agency:
  - "Would you like to go for a walk with me or reset in the wellbeing space?"
- Offer choices aligned with their Ready to Learn plan.
- Ensure the student has time and support to step away from peers if overwhelmed.
- Staff should supervise the class and ensure the environment remains safe and calm.

## 3. Relocate – Support regulation without shame

- Ensure both the student and staff are regulated before continuing. This may involve:
  - Walking together or accessing a reset space
  - Inviting a wellbeing team member to support co-regulation
  - Providing access to sensory or calming tools
  - Allowing time apart from class to restore safety
- During this phase, other students may also need support or space to process what occurred.

## 4. Reflect – Explore what happened with empathy

- **De-escalation must come before conversation.**
- Once calm is restored, hold a private conversation to understand the student's perspective. Use reflective, non-judgemental language:
  - What happened?
  - What were you feeling?
  - What led up to this?
  - What might help you next time?
- Affirm strengths and reinforce the impact of behaviour without blame. This is also the time to organise a reset period if needed (no more than 1-2 days), and contact caregivers to explain the incident and next steps.
- Ensure the student and caregiver know what "reset" involves: a pause to debrief, reflect, and restore relationships before returning.

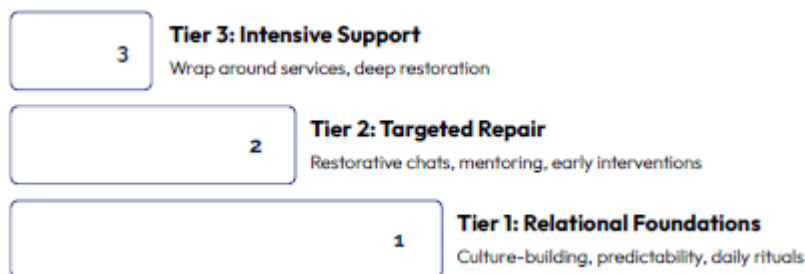
## 5. Return – Reinforce dignity and belonging

- The re-entry meeting is an essential step, facilitated by the teacher and supported by others as needed. This includes:
  - Teacher, student, caregiver (plus chaplain, counsellor or principal where required)
  - Use SEQTA re-entry template to guide the conversation and record outcomes
  - Include any harmed peers in follow-up restorative chats
  - Use these guiding questions:
    - What happened?
    - Who was affected, and how?
    - What needs to happen to make things right?
    - How can we move forward?
  - What supports or strategies might help?
- The focus here is not on punishment, but on repairing trust, restoring connection, and supporting future success.

The Regional Principal and the Regional Clinical Lead are the first points of contact when supporting students with challenging behaviours. Should further guidance be required then contact the Director of

Wellbeing. The Network Principal will be contacted in the case of critical incidents and extremely high-risk situations.

This 5R Response model sits within a broader tiered approach to behaviour support that ensures students receive the right level of care at the right time. This structure recognises that not all students need the same type of support, and that interventions must be both flexible and responsive to individual needs.



## Tier 1: Relational Foundations

- This is the starting point for every student. It includes proactive strategies that build a positive learning culture - things like consistent routines, relational rituals, classroom agreements, and teacher modelling. These relational foundations are essential for helping students feel safe, seen, and supported every day.

## Tier 2: Targeted Repair

- When a student's behaviour disrupts learning, hurts others, or signals a need for support, we move into Tier 2. This includes restorative conversations, mentoring, and early interventions tailored to the student's context and needs.
- This is where the 5R Behaviour Response Model is most often used - helping staff respond to challenging moments with empathy, structure, and relational intent. The 5R framework offers a clear, trauma-informed pathway to restore safety, rebuild trust, and re-establish connection.

## Tier 3: Intensive Support

- For students with complex needs or patterns of high-risk behaviour, Tier 3 provides more intensive, wraparound support. This may include collaboration with the therapeutic team, external agencies, and coordinated safety and wellbeing plans. These supports are highly individualised and designed for deep restoration and long-term success.

# Legislation, policies and definitions

## Compliance, aligned frameworks and key terms

## Legislation

- [Criminal Code 1913 \(WA\)](#);
- [School Education Act 1999 \(WA\)](#);
- [School Education Regulations 2000 \(WA\)](#);
- [Work Health and Safety Act 2020 \(WA\) and Regulations \(General\) 2022 \(WA\)](#);
- [Disability Discrimination Act 1992 \(Cth\)](#);
- [Disability Standards for Education 2005 \(Cth\)](#); and

- [Equal Opportunity Act 1984 \(WA\)](#)
- [State Records Act 2000 \(WA\)](#).

## Related Alta-1 Policies

- Staff Code of Conduct
- Student Code of Conduct (including substance abuse)
- Child Safe
- Alcohol, drugs and weapons at school;
- Bullying Prevention
- Complaints and Grievances
- Excursions and Incursions, Service trips
- Suicide, Non-suicidal Self-injury and Suicidal ideation
- Social Media
- Student Enrolment and Attendance
- Students with Babies

## Other relevant support documentation

- [Australian Student Wellbeing Framework](#)
- [National Principles for Child Safe Organisations](#)

## Definitions

The following terms are used throughout this policy and reflect key practices or principles relevant to supporting student behaviour and wellbeing at Alta-1.

### Behaviour

Observable actions, words, or responses expressed by a student. At Alta-1, we understand behaviour as a form of communication, often shaped by developmental, environmental, or trauma-related factors.

### Trauma-informed

An approach that recognises the prevalence and impact of trauma and prioritises safety, trust, choice, collaboration and empowerment in all interactions.

### Restorative practices

Relational approaches that focus on repairing harm, rebuilding relationships and strengthening community following behavioural challenges or conflict.

### Co-regulation

The process by which adults support students to manage their emotional and behavioural states through calm presence, modelling, and supportive interaction.

### Ready to Learn Plan / Self-Regulation Plan

An individualised strategy that helps students identify how to regulate their nervous system when they're outside their window of tolerance. These plans promote student self-awareness and support engagement in learning.

### **Documented Plan**

A written strategy tailored to a student's unique learning, social, and emotional needs. These plans outline agreed actions and goals to support a student's success.

### **Restorative Practice**

An approach that focuses on building relationships and repairing harm through inclusive dialogue, mutual respect, and community accountability.

### **Repair Conversation**

A structured meeting between student, staff, and caregiver to reflect on what happened, acknowledge impact, and plan how to move forward respectfully.

### **Reset**

A short time away from the learning environment to support de-escalation. Reset allows students to regulate and prepare for a restorative conversation before returning to class.

### **Restraint**

The physical restriction of movement to prevent immediate harm. Used only as a last resort and must prioritise the safety and dignity of the student.

### **BSEM (Berry Street Education Model)**

A trauma-informed, strengths-based approach to teaching and learning that informs much of Alta-1's educator practice.

### **Neurodiverse**

Refers to the natural variation in brain function and behaviour among people. This includes autism, ADHD, and other cognitive differences - recognised as part of human diversity.

### **LGBTQIA+**

An acronym representing a range of sexual orientations, gender identities, and expressions: Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual, and others.

### **Corporal Punishment**

Any use of physical force intended to cause pain or discomfort. This includes hitting or forcing a child into uncomfortable positions. It is strictly prohibited at Alta-1.

### **Degrading Punishment**

Any action that humiliates, belittles, or scares a student. This includes both physical and non-physical forms of punishment. It is strictly prohibited at Alta-1.

# Appendices and Supporting Tools

## Practical tools, scripts, templates and checklists for staff

### De-escalation language

- We're here to repair the situation together.
- You're not in trouble.
- I want to hear your side.
- I'm not mad at you.
- What happened?
- How can I help you right now?
- Let's talk about this.
- Let's work together to sort this out.
- I can see you're having a hard time.

### Reflective questions

#### Appropriate questions

- Staff can consider these questions leading into a conversation:
- Has the student been provided with proactive strategies to prevent escalation?
- Are we providing them with opportunities for regulating movement?
- How are we providing the student with relational feedback?
- Do they have an effective Ready to Learn Plan/ self-regulation plan in place?
- What strategy could they have used or been supported to use in the micro-moment before the incident or issue that might have created a better outcome for all parties.
- Have they engaged with the other wellbeing supports within Therapeutic services?

#### Appropriate language

Here are some language examples that can support students to connect with the other person involved in the conflict:

- Somebody's feelings were hurt. What do you need when you are hurt?
- What do you think is needed to make things right?
- What do you think about what they just said?
- Is there anything you think they might need to hear to move forward?

#### Some advice for Staff:

- If you are the person who witnessed or were affected by the escalation, you should (when possible) be the person who does the repair conversation. Supporting a student through the rupture and repair cycle builds strong relationships.
- Ask questions with the willingness and curiosity to hear the answer patiently. If students struggle, you can support them by modelling answers.
- However, if a student is not ready to engage in the repair conversation in a genuine way, take charge.
- Model the conversation and talk through the issue with them from your perspective, but also indicate that the repair conversation is important and that you will revisit it when the student is ready.

## Supporting Theories

### Window of tolerance

Dan Siegel's concept of the Window of Tolerance helps us understand how a student's nervous system influences their behaviour and ability to engage with learning.

The window of tolerance is the optimal state for thinking, learning, and relating to others. When students are within this window, they can regulate their emotions, access their executive functioning, and respond to challenges with flexibility. But when students move outside their window - due to stress, unmet needs, or trauma triggers - they may become dysregulated and shift into survival states:

#### Hyperarousal:

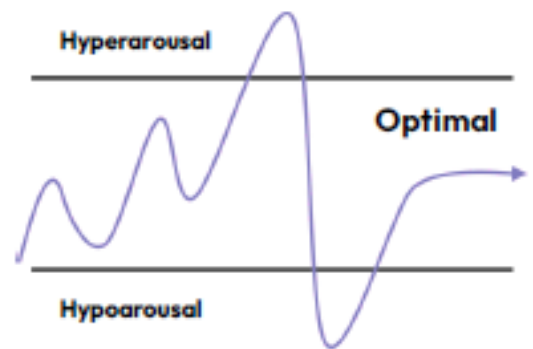
This is the "fight or flight" zone. A student might appear:

Angry, reactive or argumentative, physically restless or aggressive, unable to focus or follow instructions, overwhelmed by sensory input

#### Hypoarousal:

This is the "freeze or shut down" zone. A student might appear:

Flat, disconnected or withdrawn, refusing to engage, passive, vague or avoidant, struggling to process instructions or speech



### Why this matters in the classroom

Trauma narrows a student's window of tolerance, making it easier for everyday stressors to push them outside it. This is not a choice - it's a neurobiological response to perceived threat. A trauma-informed educator understands that in these moments, the priority is regulation, not correction. We don't punish students for being outside their window. Instead, we help them return to it using the trauma-informed practices discussed in this policy.

### Linking to the Stronger Systems Model

The Stronger Systems Model supports this work by helping us identify:

- What's stretching or shrinking the student's window (e.g. internal stressors, environmental mismatch, curriculum overload)
- Whether the student is stuck, sinking, stretched or solid - and how we can respond in ways that bring them back to a regulated state  
How to move from behaviour management to nervous system support.  
Understanding the Brain's Sequence: Dr Bruce Perry's Neurosequential Model
- At Alta-1, our trauma-informed approach to behaviour is grounded in how the brain develops and functions, especially under stress. Dr Bruce Perry's Neurosequential Model offers a powerful insight: we must respond to a student's behaviour in the order their brain is wired to process experience - bottom to top.

### The Three Key Brain Regions

Perry's model breaks down the brain's response to stress and trauma into three main areas:

#### 1. Brainstem - Regulate

- Controls basic survival responses (e.g. heart rate, fight/flight/freeze)
- When a student is dysregulated, they're not choosing behaviour, they're reacting.

- Therefore our first priority is to create calm and safety.

## 2. Limbic System - Relate

- Manages emotions and relationships
- Once calm, the student may be able to engage in coregulation
- Priority: connect through relationship, empathy, and attunement

## 3. Cortex - Reason

- Responsible for logic, planning, learning, and self-reflection
- Only accessible when the lower parts of the brain are regulated
- Final step: teach, reflect, and problem-solve together

### The Sequence That Guides Our Practice

Perry's mantra - "Regulate, Relate, Reason" - is embedded in our 5Rs model, allowing us to respond in a way that matches the student's nervous system. If we skip straight to trying to "reason" when a student is in survival mode, it won't land - and may escalate the behaviour.

So instead of asking: "Why did you do that?", we begin with: "What do you need right now to feel safe?", then: "I'm here with you.", and later: "Let's figure out what happened and how we move forward."

### What this means in practice

- We prioritise co-regulation over control
- We model calm before expecting compliance
- We give students time and tools to settle their nervous system before moving into problem-solving
- We approach behaviour as communication, not defiance

### Linking to Stronger Systems

Perry's model is embedded within our Stronger Systems Model. When a student is in the Stuck or Sinking Zone, we focus on regulation and relationship before expecting reasoning or learning. The SSM gives us a shared language - Perry's model gives us the neuroscience that sits beneath it.

### Modified/adjusted Timetable

A modified timetable refers to significant changes in the structure, amount, or type of educational engagement a student has. It is used when a student cannot currently manage fulltime attendance or full curriculum engagement due to complex needs (e.g., trauma, mental health, disability).

An adjusted timetable refers to minor or moderate changes made to a student's regular schedule to support their learning or wellbeing needs while still aiming to keep the student engaged with the full curriculum and classroom environment.

### Restraint protocols

In Western Australia, restraint practices in schools are guided by trauma-informed crisis response principles. These practices emphasise the importance of relational safety and using physical restraint as a very last resort when safety is highly compromised. When restraint is necessary, it must be conducted, by trained staff in a way that prioritises the student's emotional and physical wellbeing.

Our focus is on understanding the underlying causes of challenging behaviours and addressing them through supportive and therapeutic approaches. We hope that restraint will never be necessary.

At Alta-1 we train all staff who interact with students in trauma informed care and use crisis intervention strategies to ensure that restraint, should it occur, is conducted safely and respectfully.

# Forms

## Tier 2 Student Support Plan

This form documents structured, tea- based support for students needing targeted intervention beyond daily classroom routines. Ensures consistency, collaboration, and relational repair.

Instructions for Use

**When to use:** After significant behaviour incidents, emerging behaviour patterns, or during re-engagement meetings.

**Who completes:** Teacher with input from Therapeutic Specialist, Chaplain, and Wellbeing staff.

**Where to store:** Upload final version to SEQTA (Tier 2 Support Plans).

**Focus:** Use this plan collaboratively to identify what the behaviour is communicating, how support will be provided, and how relationships will be repaired.

### Section 1: Student Information

Complete the details below

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Student Name:

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Date:

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Time of Meeting:

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Staff Involved:

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Behaviour / Concern Summary:

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### Section 2: Reflection - What's Happening?

Answer the prompts below including capturing the students perspective on the situation.

What is the behaviour communicating? What patterns or triggers have been noticed?

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Observations / Antecedents:

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Context or Triggers:

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Student Voice (if captured):

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### Section 3: The 5Rs in Action



Use the below section to describe how each phase of the 5Rs was applied and what follow-up actions are planned.

5Rs	Prompt	Notes / Planned Action
<b>Remind</b>	What expectations or boundaries were reinforced?	
<b>Redirect</b>	How was support offered to help the student regulate?	
<b>Relocate</b>	Was a change in environment or activity needed?	
<b>Reflect</b>	What conversations or debriefs occurred (and with whom)?	
<b>Return</b>	How was reconnection and repair supported?	

## Section 4: Collaborative Plan - Supports and Adjustments

What will we do to help this student succeed and stay regulated? Write the plan below.

Immediate Supports:

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Long-term Adjustments:

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Relationships to Repair:

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Monitoring / Follow-up:

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## Appendix 2 Quick Reference - The 5Rs (Trauma-Informed Lens)

### Remind



### Redirect



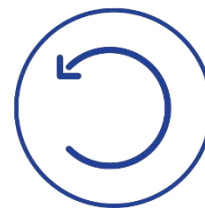
### Relocate



### Reflect



### Return



- **Remind:** Reinforce expectations calmly and predictably. Use language that communicates safety.
- **Redirect:** Offer co-regulation and alternative strategies to reduce stress.
- **Relocate:** Support the student to change environments or activities to regain control.
- **Reflect:** Facilitate a debrief conversation to explore what happened, what was hard, and what could help next time.
- **Return:** Reconnect through restorative dialogue and affirm belonging.

## Appendix 3 Example Tier 2 Interventions

- **Safety Supports:** Calm zones, predictable routines, sensory regulation tools.
- **Relational Supports:** Daily check-ins, mentoring, restorative circles.
- **Learning Adjustments:** Flexible task design, chunked workload, reduced sensory load.
- **Wellbeing / Therapeutic Supports:** TS or Chaplain sessions, external referrals, multi-disciplinary reviews.

## Implementation

Staff will have initial training in Term 4 2025. 4 hour workshop, delivered in person across all regions.

Policy is available on the Wellbeing portal with resources and materials to support implementation.

Role based training to occur in 2026. Focus on implementation and multidisciplinary teams with teacher as leader of campus. Training on how policy is to implement across the College programs, by each team member.

A coaching guide has been developed for leaders to support staff with the ongoing implementation in 2026 and future.

## Contact Person

Hannah Kay, Director of Wellbeing

# Policy Details and Document Management

## Supporting Student Behaviour Policy

Owner: Hannah Kay

Approved by: Alta-1 College WA Board

Published: 10/10/2025

Review Date: 24/10/2026

Policy Level		Dissemination	For Application	For Information
College Board	<input checked="" type="checkbox"/>	College Board	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chief Executive Officer	<input type="checkbox"/>	Chief Executive Officer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Executive Team	<input type="checkbox"/>	Executive Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior Leadership Team	<input type="checkbox"/>	Senior Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Central Administration		<input checked="" type="checkbox"/>
		Regional Administration	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		Teaching Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Campus Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Therapeutic Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Community (Parents/Students)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Access				
Open	<input checked="" type="checkbox"/>			
Restricted	<input type="checkbox"/>			

### Version Control & Genealogy

Version	Published	Author Changes	Summary of Changes including replacement and/or cancellation or suspension of policy.
1.0	10/10/2025	H Kay	Behaviour Management Policy Suspended. Creation of Student Behaviour Policy.