



Behaviour Regulation and Classroom Management Policy

AIM:

Our 'behaviour regulation and classroom management policy' uses evidence-based practices, and aims to support students to behave in ways that promote optimal learning. The framework is to guide student behaviour, and to manage the classroom environment to enable everyone to feel safe and engage in their learning to their full potential. Rather than aiming to make students simply comply with rules, we aim to teach students skills and strategies that support the development of self-regulation and create a positive school culture and climate that fosters connection, inclusion, respect and value for all.

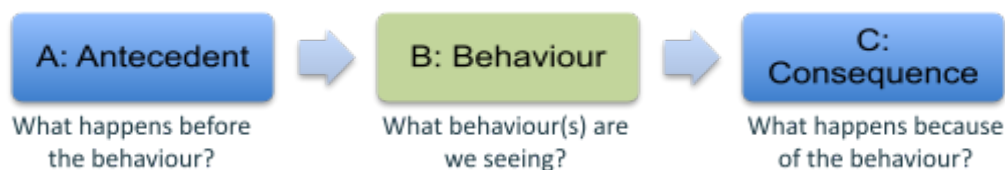
KEY UNDERSTANDINGS THAT UNDERPIN THIS POLICY:

Behaviour is a form of communication that communicates a need, and serves a function to get something or to avoid something. It can be intentional or unintentional, and is impacted by many factors including biological (e.g. development, hunger, tiredness), and environmental (e.g. stimulation, temperature, comfort). The way that a student behaves *may* display from a teacher's perspective:

- pro-social behaviour (politeness, respect, inclusiveness).
- social and emotional skills (self-awareness, self-management, social awareness, relationship skills, responsible decision making).
- school engagement (attendance, attention, help-seeking, academic achievement)
- problematic behaviours including low level disruptive, aggression, violence, bullying, risk taking (e.g. substance abuse) and other anti-social activities.

We need to provide clear boundaries and expectations around behaviour to allow our students to develop the skills required to behave in positive ways. Behavioural expectations and emotional and social skills need to be taught, just as we teach any other skill.

Self-regulation is a developmental process which depends upon learning and maturation, is influenced by temperament and occurs within a context of relationships. 'Self-regulation' does not exist in most school-aged children. The teacher's job therefore is to co-regulate with their students.



All behaviours occur for a reason. Problematic classroom behaviours are often caused by stress. Common classroom experiences of stress:

- **Boredom: mastery, low personal relevance, lack of autonomy/agency**
- **Frustration: repeated failures**
- **Embarrassment: mistakes, being different, language challenges**
- **Relationships: challenging or unsupportive relationships student:student and/or student:teacher**
- **Physical: sickness, tiredness, growth, hormonal, hunger**

We must approach every student with the underlying assumption: If a student CAN engage and behave pro-socially, a student WILL.

HOW DO WE SUPPORT STUDENT BEHAVIOUR?

The bulk of our work is around developing engaging lessons, teaching skills and strategies that support student engagement and pro-social behaviours, and preventing stress and behavioural escalations. The following list includes strategy and skill development, and environmental scaffolds:

Positive class environment

We build a positive class environment that enables each student to engage and participate positively. We focus on student-teacher relationships, a caring and welcoming classroom, classroom layout and resources, structured instruction, routines, pre-corrections, and active supervision.

Zones of Regulation

We use the 'Zones of Regulation' as a framework to help students think about and manage feelings and states.

Regulation Station / Cool down space

Each learning space has a designated regulation station / cool down space, to allow children to calm down when they are managing big emotions.

MindUp!

We use the 'MindUp! Curriculum' to help students to develop strategies to build their focus, their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life.

Class Expectations using school values

Students and teachers co-create clear Classroom Agreements. These are based on 3 values: Care for Self, Care for Others and Care for Environment. These are displayed in the classroom, referred to regularly and reviewed each term. Classroom Agreements are shared with the parents of that group and also any specialist teachers that work with the students. They use positive language, rather than stating what we don't do e.g. "we walk inside" "we listen to others" "we help each other to learn".

Teaching behavioural expectations

We explicitly teach the behaviours we expect to see in our students.

Emotion coaching, or co-regulation

We use Emotion Coaching to support students to develop their understanding of emotions and regulation, and to reflect on their behaviour. Teacher/adult modelling is key in this.

Step 1: Recognise, empathise, and sooth to calm: "I understand how you feel" "You're not alone"

Step 2: Validate the feelings and label them: "This is what is happening, this is what you are feeling"

Step 3 (if needed): Setting limits on behaviour: "We can't always do what we want" "We can't hurt people when we are angry"

Step 4: Problem-solving together: "We can sort this out"

RESPONSIVE STRATEGIES:

When approaching behaviours that are problematic to safety or learning, we must always first look at the antecedent. The bulk of a teacher's work in classroom management needs to focus around the question "why are we seeing the problematic behaviour?" and then, "what can we do to support the student to behave safely and/or engage?"

When correcting inappropriate behaviours:

- Identify student needs
- Ensure students understand corrective responses
- Use consistent and expected responses
- Remain calm
- Respond proportionally

Low-level responses	Moderate-level responses	Escalating/crisis responses	Restorative responses
<ul style="list-style-type: none"> - Use of dignity (privacy/ politeness/ tone of voice) - Minimal language (use succinct messages, an assertive tone with eye contact, avoid 'why' questions, redirection to lesson - Proximity - Name and thanks - The "look" / eye contact - Non-verbal communication/ gestures/ signals - Redirection - Defer to private catch up later - Clear desists - Tactical ignoring 	<ul style="list-style-type: none"> - Circle-time conferencing - Identifying motivation - Identifying the 'game' - Empathetic statements - Offering escape routes - Offering choices giving students responsibility for actions 	<ul style="list-style-type: none"> - Awareness of escalation phase - De-escalation/ defusing strategies - Crisis – response strategies 	<ul style="list-style-type: none"> - Skills for connecting, clarifying and restoring relationships

(McDonald, T., *Classroom Management*, 2019)

Restorative Justice

We use the principles of **Restorative Justice** to engage with children who are having trouble following the Class Expectations. The following points are to be used when discussing the issue with a child (once they have re-entered the green zone):

- o What happened?
- o What were you thinking and feeling at the time?
- o What have you thought about it since?
- o Who has been affected and in what way?
- o How could things have been done differently?
- o What do you think needs to happen to make things right?

Record keeping

We keep a record of each class and difficulties that children may be having in complying with the Class Expectations. This record is shared with specialist staff.

Parent involvement

Parents are kept informed of student behaviour where appropriate. Parents are encouraged to communicate any issues that are occurring outside of school that may impact student behaviour (i.e. change in parental

work, tension in the family, illness in the family etc).

Additional Support

Where an individual requires persistent adult support to regulate behaviour, a Strategy Support Plan will be developed with principal, teachers, parents and students where required.

Note: Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

As a Child Safe organisation Spirit of Play Community School explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.