



Behaviour Support Policy

Our Purpose

At MOPS we promote effective teaching and learning by building strong relationships between staff, families, and the wider community. We provide a safe and secure learning environment by embedding and teaching our **school values** of: *Respect, Resilience and Responsibility*. We do this while remaining kind, friendly and professional.

Our staff work collaboratively to plan and deliver engaging lessons that encourage our students to enjoy learning and become powerful learners who will be positive and productive world citizens. We focus on positive wellbeing for staff and students and know that successful achievement has a flow on effect. MOPS believes that growth is possible for every child in every class. At MOPS we use positive behaviour support strategies and **Appendix 1** outlines our steps for positive behaviour support. We also regularly utilise restorative practices when dealing with issues so that each party can be heard and their contributions valued. **Appendix 3** showcases some of the scripts or tools that we use for restorative practice.

We value our students' opinions and positive contributions at MOPS through value awards at assembly, communication with families and with Student Voice. MOPS staff celebrate diversity and cultural awareness by applying inclusive practices, ensuring to include Aboriginal perspectives both in the classroom and curriculum. Our whole school expectations include these positive behaviour strategies in **Appendix 2** We keep in regular contact with families to develop a positive connection and partnership between home and school regarding positive contributions and challenging behaviour.



Behaviour Support Policy

Behaviour

Behaviour is a response to a feeling, situation or thought that is happening either internally; through senses thoughts and feelings or externally; through the environment and may include other people. Behaviour serves a purpose including expressing a need or want through emotional and physical communication which can be positive, negative, and multifaceted.

When we consider behaviour, it is important to be aware of what is happening in our brains as well as our emotions. The prefrontal cortex is the part of the brain that helps you think before you act. When this part of the brain is in control you are in the green zone and feel calm, regulated and in control. The hippocampus helps us to remember things. It can help us to decide what to do next based on past experiences. The amygdala helps us to feel emotions. It helps keeps you safe and guards against incoming threats by telling you to fight, flight, freeze or fawn when it senses danger.

Sometimes there is no danger and when we experience big emotions, our brains don't know that. The brain senses stress or distress and acts straight away and we 'flip our lid.' Basically the amygdala gets triggered, or hijacked when we feel big emotions like anger or fear, (the red or yellow zone), the prefrontal cortex is no longer in control and we want to fight, flight, freeze or fawn.

At MOPS we care about the wellbeing and emotional needs of our students and use The Zones of Regulation to teach our students how to regulate their feelings, energy and sensory needs. The Zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four different coloured, concrete zones. In **Appendix 4** you will find our policy on Zones.

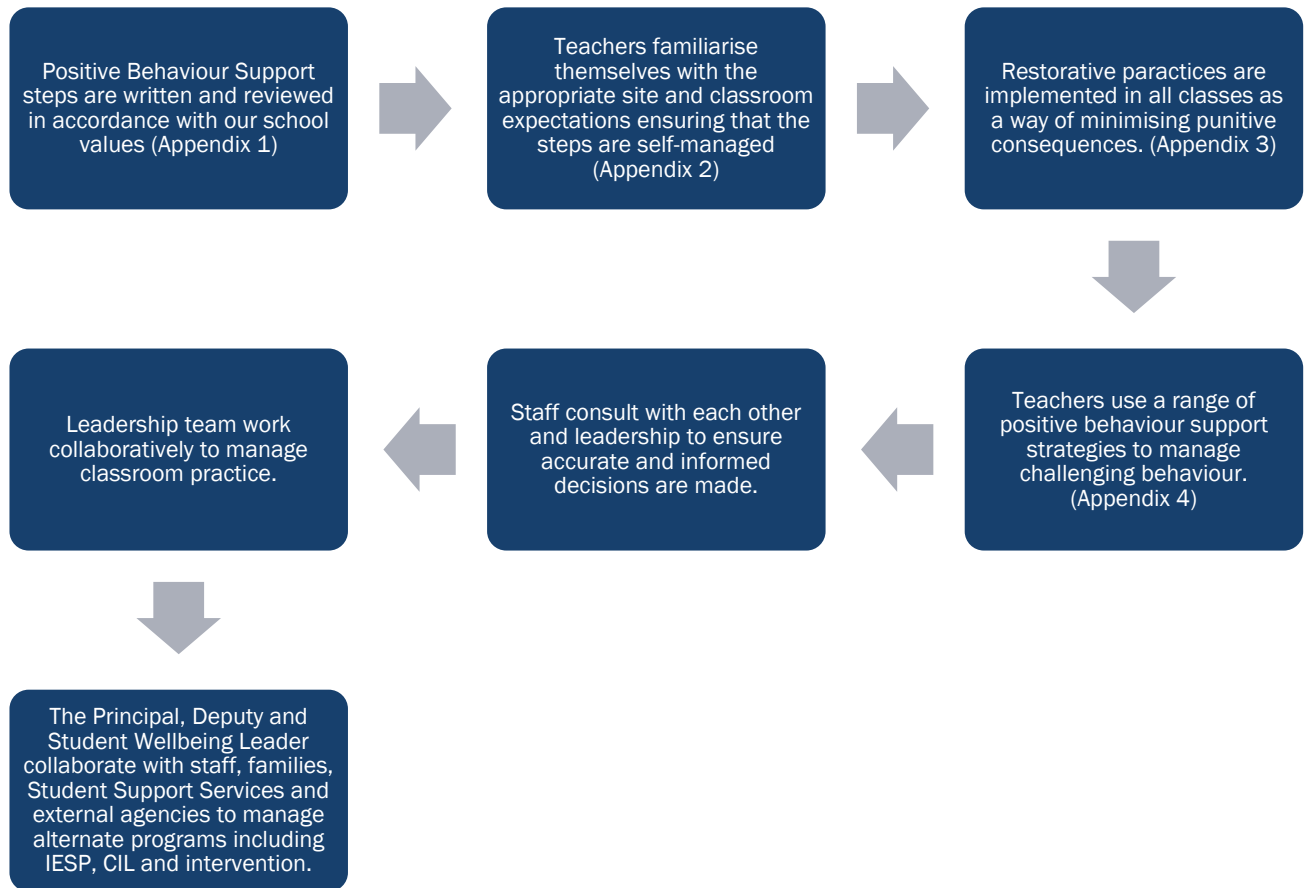
Recording behaviour incidents

At MOPS we use Teams to record behaviour incidents in the Wellbeing Team, Behaviour data channel. (See Powerpoint on recording behaviour data). These incidents are entered weekly on to EDSAS. We also have a small recording notepad in our yard duty bags to record any play time incidents. You will find this process in **Appendix 5**.



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Operational Procedures





Appendix 1: Steps to Positive Behaviour Support

STEP ONE

Students are aware of the school values and whole school classroom expectations

- School values and expectations displays
- Daily reinforcement of values and expectations
- Students are welcomed into class
- Consistent classroom routine
- Staff model desirable positive behaviours

STEP TWO

Students are recognised for the positive contribution they make to the school

- Value awards at assembly
- Sharing positive behaviours with families
- Positive reinforcement in classroom
- Newsletter articles

STEP THREE

Teachers use a range of strategies to manage classroom behaviour

- Visuals(noise level charts, traffic lights, first/then)
- Classroom chill out space
- Attention grabbers(Eyebrow raise, the look, doorbell)
- Build solid relationships with students
- Missed learning=missed playtime
- Breaks for regulation

STEP FOUR

Families are contacted outlining concerns & behavior incidents are recorded on Teams

- Message on Dojo
- Phone call home
- Meetings/TAC/Leadership
- Emails or notes sent home
- Reflection sheets
- Teams documentation

STEP FIVE

Teachers and leaders work together to resolve persistent actions

- Meetings with families/leadership/SSO
- Behaviour plans & agreements



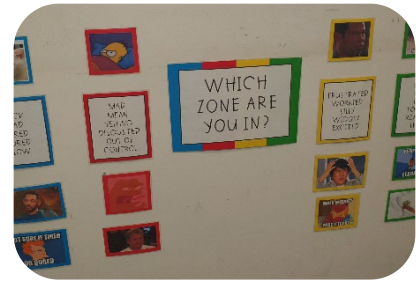
Appendix 2: Whole Site Expectations



School values are displayed and followed



Students are taught to follow consistent classroom routines



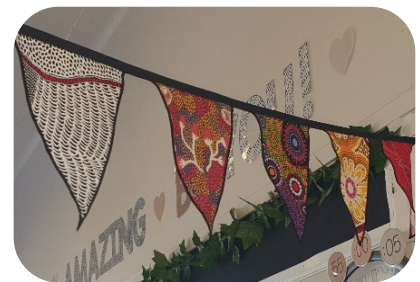
Zones displays, language, emotional check-ins, and calm corners in all classes



Students' current work is displayed



Movement charts are used with lanyards for movement around the school



Aboriginal perspectives are proudly incorporated



Appendix 3: Restorative Practices

Restorative Practices Individual Script
Teacher challenging a student's behaviour

Connection before Correction
 What happened? (Only if you didn't see it)

What were you thinking?

What do you think about that now?
If student is struggling to take responsibility, ask
 Was it:

- Right/wrong?
- Fair/unfair?
- Kind/unkind?
- Helpful/unhelpful?

Who has been affected by what you did? How?

What would you do differently if you had the chance?

What can you say or do to make things better?

How can we make sure this doesn't happen again?

How should I respond if this does happen again?

What can I do to help you?

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USE WORDS
 To Say How You
FEEL
 and What You
WANT

I FEEL _____
 Say how you feel or felt.

WHEN _____
 Describe the situation or what happened.

I WOULD LIKE _____
 Describe how you would like to be treated or what you want instead.

MAKING AN APOLOGY

Everyone makes mistakes. It's part of learning and being human. One of the things you can do to help repair a relationship and situation is to apologize to the person you might have hurt.

What You Can Say

1. I am sorry that I.....
2. What I did was hurtful because.....
3. Next time I will.....
4. I would like to try to make it better by...
5. Please let me know if there is another way I can make it up to you.



Appendix 4: Zones of Regulation Policy

Rationale

Self-regulation is something everyone continually works on, whether we are aware of it or not. We all encounter trying circumstances that test our limits. If we can recognise when we are becoming less regulated, we can do something about it to feel better and get ourselves to a better place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced.

This is the goal of The Zones of Regulation (or Zones for short). By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, the Zones curriculum is designed to help move students toward independent regulation. The Zones of Regulation incorporates social thinking concepts and numerous visuals to teach students to identify their feelings and level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and emotional states.

At MOPS, we have implemented the Zones across the school as a strategy to assist our students in developing skills to maintain and improve their mental and social well-being.

What are the Zones of Regulation?

The Zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

Common Language

At Memorial Oval Primary School, we will use common language of the Zones, in identifying our feelings and students will be able to select from learnt strategies to assist them if needing to transition to a different zone. This will be particularly true for students in the red zone. I am in the ____ zone. I feel _____. The tool I will use is _____. For example, "I am in the red zone. I feel frustrated. The tool I will use is ten deep breaths as this helps me to calm down.



Appendix 5: Process for Behaviour incidents While on Yard Duty

Any behaviour slips from yard duty are required to be dropped in to the letterbox on the same day as the incident.

1. If it is a minor issue, have a restorative chat with those involved: Use your restorative chat proforma if need be.
2. If it is a major behaviour, send the students involved to the front office. Send a responsible student to the office with the red card from your duty bag, seeking leadership support. Please inform classroom teachers that their students are at the office. Fill out the blank sheet in the yard duty behaviour books and place the slip in the letterbox on the shelf outside of Linda and Emma's office (see pictures below). I will log these incidents on EDSAS on Thursday mornings.

Consequence Code		
DN	72	Very
Violent on playground with other children	Trick out on other children	Working

EDSAS Code

- 303 Unwise/ill thinking
- 301 Out of bounds
- 401 Leaving school grounds
- 204 Use of mobile phone - inappropriate use
- 205 Not set in for class
- 407 Verbal abuse towards a staff member
- 208 Inappropriate use of a mobile phone
- 300 B.B.Ying - physical
- 301 B.B.Ying - verbal or written
- 300 Threatening behaviour towards others
- 401 Threatening a colleague or staff member
- 300 Threatening a colleague or staff member - gestures
- 204 Threatening a colleague or staff member - written or verbal
- 201 Physical abuse of a staff member
- 201 Physical abuse of a staff member - gestures
- 201 Physical abuse of a staff member - written
- 201 Physical abuse of a staff member - written (environmental, i.e. stick)

Yard Duty Behaviour Book

When incidents occur on yard duty, please provide details on a page of this book. All filled in pages must be ripped out of the book and placed in the box in the Wellbeing Centre for later to enter into EDSAS.

Information needed:

- Name of student (if class or group of last name)
- Date
- Time
- Briefly explain the incident
- Follow up that occurred (if required)
- Consequence code & EDSAS code (see next page)
- Your name

EXAMPLE

John Doe, Room G
20/8/22
11:32

Hit another student during a game of soccer
Missed out on play, class teacher informed
DN
72
Karen Iversen

