Mid North Education Centre

Making a difference by engaging and empowering

Regulation: Statement of Practice

RATIONALE

At Mid North Education Centre (MNEC), we recognise that regulation develops through safe, responsive relationships. Many students require trusted adults to support them to notice, understand and respond to changes in their emotional and physiological state.

Our whole-school approach prioritises co-regulation. Staff provide calm, predictable support and explicitly model their own regulation strategies. Through repeated experiences of co-regulation, students are supported to develop increasing awareness of their feelings, communicate their needs and gradually build greater independence in using regulation strategies.

The Zones of Regulation provides MNEC with common, non-judgemental language. All Zones are valid. The goal is not to remain in or return to the Green Zone, but to recognise what our body needs and access support or strategies appropriate to the situation.

This Statement of Practice supports the Mid North Education Centre Behaviour Support Policy and the PBL Statement of Practice. It sets out the agreed whole-school approach to regulation, co-regulation, teaching, assessment and reporting.

WHOLE SCHOOL APPROACH TO REGULATION

Regulation at MNEC is a whole-school responsibility. The Zones of Regulation is used as a shared framework to build common language, emotional awareness and access to co-regulation and regulation strategies across the site.

- If dysregulation creates a serious and imminent risk of harm, staff follow Protective Practices, individual safety/risk plans and site emergency procedures.
- Regulation learning is individualised through reasonable adjustments, communication systems, One Plans, safety/risk plans and SACE goals where required.
- Classrooms and shared spaces provide agreed visuals, regulation supports and accessible spaces for co-regulation and recovery.
- Students are supported to recognise what their body needs and to access individualised strategies, communication supports and trusted adults.
- The Zones are used as neutral language to describe states of alertness and emotion. No Zone is treated as good or bad.
- All staff use calm, predictable and co-regulating responses and remain curious about what a student may be communicating through behaviour, body language and regulation cues.

The Four Zones: Our Feelings & States Determine Our Zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may feel happy, focused, content, settled or ready to engage.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

(http://www.zonesofregulation.com/index.html)

TEACHING AND SUPPORT

MNEC Approach to Co-Regulation:

At MNEC, regulation is viewed as a shared process. Adults support students through calm presence, connection, predictable responses, validation, reduced language where appropriate, modelling and shared use of regulation strategies. A student experiencing dysregulation may not yet be able to independently identify a Zone, select a strategy or respond to verbal direction. Support is therefore matched to the student's individual communication, sensory and emotional needs.

LEARNING INTENTIONS

- I understand that all feelings and Zones are okay and that adults can help me when my body needs support.
- I notice how my body and emotions feel and communicate this in a way that works for me.
- I participate in regulation strategies with a trusted adult and, over time, develop strategies that help me feel safe, organised and ready for what comes next.

SUCCESS CRITERIA

Students will increasingly:

- Recognise or communicate changes in their feelings, body or level of alertness using their preferred communication method.
- Respond to, seek or participate in co-regulation with trusted adults.
- Explore and practice a range of individualised regulation strategies.
- Use familiar strategies across different people, environments and situations with decreasing levels of adult support where appropriate.
- Work towards individual Regulation One Plan and/or SACE goals.

ROLES AND RESPONSIBILITIES

At MNEC, the Zones of Regulation informs the language used to support feelings and regulation. The Zones are neutral and are not used to judge, reward or sanction a student or staff member.

All staff will:

- Prioritise relationship, safety and connection before expecting independent regulation.
- Maintain a calm tone, body language and predictable response when supporting dysregulated students.
- Notice and respond to signs of dysregulation before expecting a student to independently identify their Zone.
- Validate feelings without judgement, for example: "I can see this is difficult. I am here to help."
- Model their own regulation in an appropriate and authentic way, for example: "I am feeling rushed, so I am going to slow down and take a breath."
- Model regulation strategies alongside students rather than only directing students to use them.
- Use consistent Zones language while recognising that communication may occur through speech, AAC, gesture, behaviour, visuals or other individual communication systems.

- Provide the lowest level of support appropriate while recognising that some students will require significant adult co-regulation.
- Avoid presenting any Zone as “good” or “bad”, and avoid requiring students to return to Green; instead support them to identify what they need for the situation.
- Use regulation language and strategies consistently across classrooms, outdoor areas and other teachable moments.

While co-regulation is the responsibility of all staff, teachers retain responsibility for planning, teaching, assessment and monitoring of each student's regulation learning. SSOs support the implementation of these plans under teacher direction.

Teachers will:

- Plan and explicitly teach regulation learning using the agreed whole-school approach.
- Identify and document individual regulation adjustments, strategies and One Plan/SACE goals.
- Identify, plan and review individualised regulation supports and communication systems, in consultation with relevant staff and specialists.
- Determine when, how and what regulation data will be collected.
- Analyse assessment and observation data and use it to inform next steps.
- Ensure SSOs understand each student's regulation goals, strategies and required level of support.
- Monitor implementation and formally report student progress.

SSOs will:

- Implement the teacher-planned regulation strategies, routines and adjustments.
- Model their own regulation and actively co-regulate with students throughout the day.
- Reinforce agreed language, visuals and strategies consistently.
- Observe student responses and collect or record data as directed by the teacher.
- Communicate observations, emerging needs and concerns to the classroom teacher.
- Provide the agreed level of prompting and support, without independently changing a student's regulation plan or learning goals.

Classrooms will:

- Display agreed school-wide Zones visuals.
- Provide access to individual regulation visuals, profiles and strategies.
- Provide an accessible Regulation Station or designated regulation space with appropriate tools and supports.

Leadership will:

- Monitor implementation and provide ongoing support, coaching and professional learning.
- Maintain school-wide consistency in language, visuals and co-regulation practices.

ASSESSMENT AND REPORTING

Progress will be monitored using observations, individual goal data, student communication and agreed assessment tools.

Evidence should consider the level of adult support required and the student’s increasing participation in co-regulation and regulation strategies.

Assessment	Term 1	Term 2	Term 3	Term 4
Student Self-Regulation Questionnaire	Week 2		Week 2	
ABLES Personal and Social Capability: Self-Awareness: Self Emotion	Weeks 3–4		Weeks 3–4	

MONITORING AND REVIEW

Leadership and teachers will review regulation implementation using behaviour, engagement and regulation data, staff feedback, observations of practice and student participation in co-regulation and regulation learning. Review will consider consistency of language, use of visuals and communication supports, effectiveness of classroom regulation spaces and the suitability of individual adjustments and plans.

This Statement of Practice should be read alongside the Mid North Education Centre Behaviour Support Policy, the PBL Statement of Practice and relevant Department for Education behaviour support, protective practices, safety and incident management requirements.

REPORTING ON ACHEIVEMENT

Teachers will formally report twice per year (Terms 2 and 4) to students and their parents/carers on progress and achievement in relation to individual Regulation One Plan and/or SACE goals. Parent interviews will occur in Terms 1 and 3 or at another negotiated time.

Term 1: Parent Interviews, One Plan SMARTAR Regulation Goals / SACE Goals

Term 2: Written Student Reports

Term 3: Parent Interviews, One Plan SMARTAR Regulation Goals / SACE Goals

Term 4: Written Student Reports

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