

PARENT SUPPORT

Parents have the RIGHT to:

- Respect, courtesy and honesty.
- Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare.
- Be informed of their child's progress.
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.
- Expect that unsafe and challenging behaviours will be appropriately responded to
- Cooperation and support from staff in matters relating to their child's education.

Parents have the RESPONSIBILITY to:

- Model respectful, appropriate and safe behaviour
- Ensure that their child attends school.
- Support the school in implementing behaviour management strategies,
- Ensure that the physical and emotional condition of their child is at an optimum for effective learning.
- Support the school in providing a meaningful and adequate education for their children.



ERRINGTON SPECIAL
EDUCATION CENTRE

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Behaviour Support Policy



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At Errington Special Education Centre positive behaviour support seeks to;

- Provide a physically and emotionally safe environment
- Promote positive and appropriate interactions between students, peers and staff
- Enable staff and students to work in a purposeful and non-disruptive environment
- Understand and accommodate the diverse sensory and communication needs of students
- To support students to participate and reach their full potential
- Provide a positive learning environment that meets the needs of students
- Support students in understanding choices, consequences and working with others

When working towards this approach staff at Errington,

- Work in close contact and consultation with parents and caregivers,
- Respond to unsafe or challenging behaviour with problem solving approaches that support students and their needs
- Involve staff, students, families and support agencies in the development of strategies and programs
- Consult to develop emergency action plans for managing unsafe and challenging situations



How we manage an unsafe or challenging incident

- Redirect the student to preferred or calming activities
- Ensure that students have access to communication modes, including Makaton hand-sign, Boardmaker PECS and Proloquo2go iPad communication
- Positive re-enforcement, staff will explicitly teach and model safe and appropriate behaviour

Some students may need additional sensory input to help regulate their feelings and allow them to participate more fully, this may include

- Access to the outdoor active play space
- Access to the secure indoor sensory room
- The use of Hug-me-tight chair covers, seat belt buckles, weighted pillows
- The use of consistent visuals,, including iPad communication devices.
- The use of individual schedules

Some sensory tools require parent/caregiver consent.

Individual Strategies

Staff work with families on the Negotiated Education plan, exploring students strengths and challenges, as well as developing individual strategies for responding to challenging behavior.

Students needs are continually reviewed by considering

- The learning environment
- Class placement
- Class routines and activities
- Curriculum Goals

Individual Programs may include

- the use of individual schedules and visual planners including access to preferred activities and active/calm breaks
- Additional staff support
- Modifying the class environment
- Seeking input from external agencies
- Alternative programs

