

## 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  
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## Behaviour Support Policy



*Errington Special Education Centre  
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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

