

## Parent Support

### Parents have the RIGHT to:

- Respect, Courtesy and honesty.
- Be informed of curriculum material, behaviour management procedures and decisions regarding 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.
- Co-operation 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.



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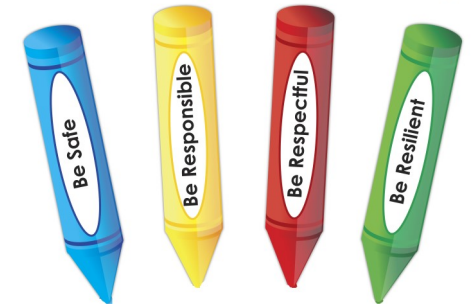
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Government of South Australia  
Department for Education and  
Child Development



The Errington Identity®



**Positive Behaviour  
Support Policy**



### At Errington Special Education Centre positive behaviour support seeks to:

- Build student skills in understanding and demonstrating the Errington Identity
- ⇒ Be Safe
- ⇒ Be Responsible
- ⇒ Be Respectful
- ⇒ Be Resilient
- 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 calm environment.
- Understand and accommodate the diverse sensory and communication needs of students in order to best facilitate learning.
- To support students to participate in all aspects of the curriculum and reach their full potential.
- Provide a positive learning environment that meets the needs of the students.
- Support students in understanding choices, consequences and working with others.

### When working towards this approach staff at Errington will:

- Work in close contact and consultation with staff, students, parents and caregivers and external support providers such as OTs..
- Respond to unsafe or challenging behaviour with problem solving approaches that support students and their needs.
- Consult to develop emergency management plans for managing unsafe and challenging situations.
- Review student needs and consider the physical environment, Class routine, sensory needs/ interoception, learning styles and class groups
- Collect data for analysis for students who display challenging behaviours and design a Behaviour Plan



### How we manage an unsafe or challenging incident:

- Focus on pro-active intervention or strategies.
- 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 where appropriate.
- The use of consistent visuals, including Ipad communication devices.
- The use of individual schedules.

Some sensory tools require parent / caregiver discussion and / or consent.

### Individual Strategies

Staff work with families on the One Child One Plan, exploring students strengths and challenges, as well as developing individual strategies for responding to challenging behaviour.

Students needs are continually reviewed by considering:

- The Learning Goals.
- 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 DfE and or external agencies.
- Alternative programs.