

## DECD Behaviour Support Policy

### Outcomes

1. Sites provide a safe, secure and supportive environment in which children are successful in learning appropriate behaviours.
2. Sites use a positive approach to behaviour management that takes into account child and contextual factors
3. Educators work in partnership with families to address children's learning needs
4. Challenging behaviours are addressed in a timely and appropriate manner

### Statements

1. The learning environment supports children to be successful in developing appropriate behaviours
2. Expectations of children's behaviours take account of their age and stage of development
3. Children's behaviour is supported using a positive approach
4. Approaches to behaviour support value the diversity of children's backgrounds and experiences
5. Children's behaviour is supported in partnership with families and local communities
6. The response to emerging challenging behaviours is timely and appropriate

## Positive Behaviour Support Policy



Adelaide West  
Special Education Centre

### Adelaide West Special Education Centre

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## Site Context

Adelaide West Special Education Centre is a Reception to Year 13 specialist public school for students with physical and associated disabilities.

At Adelaide West Special Education Centre we have a commitment to high quality and effective teaching and learning for all students. Students at this school are engaged in stimulating and exciting learning activities.

## School Vision

- Adelaide West Special Education Centre is a nationally recognised education facility for the teaching and education of students with complex communication needs, physical and associated disabilities
- Students are accepted, appreciated and valued for who they are. Students feel empowered, supported and included by the community
- Students are encouraged to do their best in order to reach their potential
- All students learn in a positive environment
- Student engagement, wellbeing and happiness are our primary focus.

## Positive Behaviour Support Principles

All children have the right to feel safe and express their feelings

We recognise that behaviour is communication and for many students communication difficulties can be a primary reason for many behaviour problems.

We know that students can learn to meet their needs in more appropriate ways.

Behaviour must be contextually assessed in order to understand what the communicative intent is and what purpose it serves.

Students are provided with opportunities to practise new skills in safe and supported environments and their progress is tracked through observations and data records to measure the success of each student and each intervention.

## Positive behaviour strategies

We support each student's positive behaviour learning by using the following strategies:

- 5 Point Scale
- Individual support strategies/targeted intervention
- The Way to A
- Modelling appropriate strategies
- Voice moderation, inside voice vs. outside voice
- Social stories/picture cognitive rehearsal/imodeling
- Thinking Time
- Self-Regulation
- Positive Reinforcement
- Visual schedules

## Staff will:

- Be aware of their own impact on student behaviours
- Explicitly teach non aversive behaviour strategies

- Model and engage in proactive behaviour support strategies
- Explore how to meet the individual need of the student in more socially appropriate ways
- Engage in appropriate PD related to agreed strategies and individual student needs
- Engage in boundary training as a means to discourage escaping behaviour and encourage returning behaviour
- Support families by providing them with relevant and useful tools and information for improved consistency

## Students will be encouraged to:

- Develop self-awareness
- Develop self regulation techniques
- Develop specific social skills in a range of contexts
- Develop positive communication strategies

## Families will be invited to:

- Work in partnership with schools and staff.
- Share relevant emotional and physical information daily

“People may start with different temperaments and different aptitudes, but it is clear that experience, training, and personal effort take them the rest of the way.”  
– Carol Dweck