



Castlemaine

Primary School 0119

5th February 2016

Dear Parents and Students,

This year we are really excited that Castlemaine Primary School will begin to implement School Wide Positive Behaviour Support (SWPBS), a positive learning environment framework.

Our Wellbeing Student Learning Team has developed this handbook highlighting positive behaviours that coincide with our school wide expectations for students, staff and parents. The goal is to use this framework to recognise the positive expected behaviours associated with our school values - Respectful, Responsible, Learning and Community.

We are enthusiastic about this framework and the positive impact it will have on our school community.

We are requesting that you spend time reviewing our 4 school values with your child and the Student Positive Behaviour document so that you **both** understand the expectations at Castlemaine Primary School.

Please keep the copy of your handbook at home for your information.

Sincerely,

Peter McConnell, Rachel Daley and Kath Schmidt

Wellbeing Student Learning Team

Please use this checklist and save the Castlemaine SWPBS Handbook for reference.

- Read handbook
- Review SWPBS behaviours with your child
- Make sure your child understands positive and negative consequences
- Sign and return the "I have read with my child and we discussed" return slip



What is SWPBS?

SWPBS (School Wide Positive Behaviour Support) is an evidence-based, school wide, proactive approach, which emphasises the instruction of social skills, data-based decision making and the prevention of problematic behaviour. While fostering positive behaviours and interactions, SWPBS also improves academic performance. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.

The most important part of SWPBS is teaching expected behaviours. This is accomplished by utilising a school-wide matrix of behaviours, which encompasses Castlemaine Primary School's four main values (Respectful, Responsible, Learning, Community).

Reinforcing Positive Behaviour

To reinforce positive behaviour, students are 'awarded' for making good decisions. These awards (which have been decided with considerable input from students) encourage and maintain appropriate behaviour, while teaching students to work toward accomplishing a goal.

The ultimate objective of Castlemaine Primary School is to not only create a safe learning environment which most effectively utilises instructional time, but also to partner with parents in reinforcing lifelong values in our students.

Consequences for Poor Decisions

As much as we try to reinforce positive behaviour, there are times when students make poor choices and may face disciplinary consequences. The main goal of any disciplinary action is to help the student learn from their mistake and make better choices in the future.



Specific Components

1. Behavioural Expectations Are Clearly Defined.

There are specifically defined expectations exhibited throughout the school in positive, clearly stated rules. The expectations are linked to our four core values, **Respectful, Responsible, Learning, Community**.

2. Behavioural Expectations Are Taught.

The underlying theme is teaching behavioural expectations in the same manner as any core curriculum subject. Expectations are taught to all students in all settings throughout the school. Behavioural expectations and rules are best learned through positive examples, which can be modelled, combined with opportunities for practise.

3. Appropriate Behaviours Are Acknowledged.

Appropriate behaviours are acknowledged on a regular basis through praise and system-wide incentive programs to promote and reinforce behaviours demonstrated by individual students and classes. Any staff member will recognise and award students exhibiting GOTCHA behaviours.

4. Negative Behaviours Are Corrected Proactively.

Specific procedures are designed to address students who do not meet expectations. Students are informed of unacceptable behaviour and re-taught the expectation or rule. Positive practise and consistency are important to promote success.



SWPBS Home Connection

1. Clearly Define And Communicate Expectations.

Tell your child(ren) exactly what you want them to do. Identify situations in which appropriate behaviour is important. Teach with examples and non-examples of appropriate behaviour. Model expectations through your own behaviour.

2. Give Frequent, Positive Reinforcement For Appropriate Behaviour.

Look for opportunities to praise your child(ren), praise them on the specific behaviour that they have practised. Catch them doing something good!

3. Actively Supervise Your Child(ren).

Watch and interact with them while they engage in chores and play. Communicate your interest in and awareness of their activities.

4. Pre-correct and Intervene Early.

“Nip the problem in the bud!” Pre-correction involves seeing a possible problem coming and changing it before it happens. Do not yell at a child for a behavioural issue that he/she has not yet committed but instead, use the opportunity to re-teach the expected behaviour.



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Tips For Positive Behaviour

Set the stage for success; award the effort.

Stay calm. Use a calm voice.

Set reasonable limits.

Be consistent. Yes means yes and no means no.

Set the example. Actions speak louder than words.

Have patience, and most of all, have fun and enjoy your child(ren).

How Can Parents Be Involved With PBS At Home?

Help out with the responsibility of homework.

Create posters with expectations for home.

Compare home rules with SWPBS at school.

Recognise and award positive behaviour



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SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

I have read the SWPBS Student Expected Behaviours matrix with my child.

Signed:

Date:

Name:

Any further feedback or questions:-