

SWPBS Behaviour

Expectations



What happens when students do not follow the agreed CPS Code of Conduct and behaviour expectations?

Even with the most proactive and consistent implementation of school wide discipline procedures, some students are likely to make behaviour errors.

Staff at Churchill Primary, using our framework of Positive Behaviour Support, look at social behavioural error as similar to learning errors to help us be professional and objective in our responses. It does take practice to learn a new way to respond.

When students make a learning error on an academic task we don't scold them or put them down. We give encouragement, show where the error was made, tell how to make a correction, give opportunities for practice and provide immediate feedback.

The same things need to happen when responding to any behavioural mistakes children make. This is how children learn. As a SWPBS school, we aim to provide a consistent, predictable and fair use of consequences for all, using similar language that children understand.

This process can easily be used to support any behavioural mistakes your child makes at home.

To ensure this, the following procedures can be used to respond in the same way outside the school environment as we use during school times:

CALM - Use a composed voice tone and volume.

CONSISTENT - Respond the same way to all children who display minor behavioural mistakes.

BRIEF - Short and meaningful responses are best to redirect behaviour.

IMMEDIATE - Respond quickly after a mistake is made.

RESPECTFUL - A polite response is better, free of put downs or threats.

SPECIFIC - tell your child exactly what they are doing is wrong and tell them what you think and want them to do instead, this helps them to learn.