



RESERVOIR WEST PRIMARY SCHOOL

MINOR AND MAJOR BEHAVIOUR DEFINITIONS

When responding to problem behaviours, the staff member first determines if the problem behaviour is minor or major, with the agreed understanding: Minor problem behaviour is handled by staff members at the time the incident occurs using a staged response.

Major behaviour is referred to the Student Wellbeing Team or Principal Class. Consequences for behaviour should always be proportionate to the nature of the behaviour and are most effective when they identify and address the causes and triggers of the behaviour.

Minor Behaviour	
Behaviour is handled by the staff members at the time the incident occurs	
Behaviour	Definition
Inappropriate language/comments	Messages or use of words in an inappropriate way for the developmental age of the student (eg. name calling, teasing). This could be swearing either accidentally or in response to another's major behaviour. Includes body language such as eye rolling, back chatting - one off.
Late to class	Missing the beginning of class time (not including late arrivals to school).
Littering	Deliberately dropping rubbish anywhere that is not a rubbish bin or recycling bin.
Mild Disruption	Talking while the teacher is speaking: calling out, loud noises, noises indoors, interrupting, similar.
Non-compliance	Defiance / Disrespect / Non-compliance / Disrespect to adults. Low intensity failure to respond to adults' requests (eg. yelling "no!" when asked to do something, ignoring teacher requests and instructions, and lying.
Property damage	Any form of minor damage caused to the property, due to negligence or intentionally by the person who is not the owner of the property. For example, drawing on student's uniform or desk. Reversible.
Physical contact	Non-serious, but inappropriate or reckless physical contact (eg. patting, over affectionate, light tapping, accidental, rough play etc).
Property misuse	Students deliberately destroying another student's equipment/possession of work, or school property, in an inappropriate way (low-intensity incident). For example, throwing materials/objects in the room, misuses of toilet, drawing on student's work, snaps a pencil.
Out of bounds	Students playing or frequenting areas identified as being out of bounds (includes climbing trees)
Technology violation	As per Digital Technology Essential Agreement
Uniform violation	Wearing clothes that are not part of the school uniform guidelines

Major Behaviour

Consequences given and managed by the member of the Student Wellbeing Team and/or Principal Class in collaboration with the classroom teacher.

Suspension is a serious disciplinary measure and principals must consider alternative interventions and supports for students before proceeding to suspension as the appropriate action. ([DET Suspension Flowchart](#)).

In making a decision about whether to suspend a student, proper consideration must be given to whether the suspension will limit the student's human right(s) and, if so, whether this limitation is reasonably justified in the circumstances (The Charter of Human Rights and Responsibilities Act 2006).

There are certain students for whom additional circumstances arise where DET advise to contact legal division, including:

- Aboriginal and Torres Strait Islander students;
- Students with disability;
- Students in out-of-home care;
- Overseas students; and
- Students with separated parents.

Behaviour	Definition
Absconding	Within school grounds or leaving school grounds or attempting to run away; leave suddenly without a planned arrangement in place, hide from staff, safety concerns
Abusive, threatening or racially motivated language or behaviour	Abusive language / racially motivated language or gestures/ inappropriate language / profanity / intimidating and dominating actions. Deliberate messages that include sweating, name calling or use of words in an inappropriate way for the developmental age of the child. Includes body language and gestures
Bullying (repeated)	Behaviour that is repeated and intentional through use of words or actions against someone or a group of people to cause distress and risk to their wellbeing. These actions are both student who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless
Serious behaviour that is deemed criminal at 10-14yrs.	<ul style="list-style-type: none"> • Theft • Possession or use of a weapon • Making credible threats • Use of technology to intimidate or harass • Harassment, intimidation or victimisation (includes technology) • Criminal damage and destroy property - intentional • Assault • Deliberate disregard of consent
Non-compliance and defiance	Repeated refusal to follow directions and/or socially rude interactions. In this case, the student refuses to follow directions after multiple requests have been made directly to that student that compromise their own personal safety and / or that of staff or other students
Major disruption / defiance / high levels of disrespect	Behaviour causing significant and constant interruption to a class or activity including sustained loud talk, yelling or screaming, continuous noises with materials that is within the student's control, rough behaviour and excessive tantrums
Physical aggression and assault	Deliberate actions involving serious physical contact when injury may occur (eg. hitting, punching, hitting with an object, hair pulling, spitting, scratching, strangling, biting, kicking)
Technology violation	Major offences as per Digital Technology Essential Agreement

Behaviour Flowchart

Keep calm Be curious Employ restorative practices

CLASSROOM, SPECIALIST AND SUPPORT LESSONS

	Behaviour	Response
MINOR BEHAVIOURS (Teachers)	<ul style="list-style-type: none"> Inappropriate language / comments Late to class Littering Mild disruption Non-compliance Physical Contact Property damage - reversible Property misuse Out of Bounds Technology violation Uniform violation 	<p>Step 1: REMIND</p> <ul style="list-style-type: none"> The student is reminded appropriate behavioural expectations and school values. Offer choice and reminder of steps in the process for continued behaviour <p>Step 2: REFOCUS</p> <ul style="list-style-type: none"> Restate expected behaviours and reminder of steps of process if continued behaviour Move student to another space in the classroom to refocus
MINOR BEHAVIOURS (Teachers)	<p>Repeated Minor Behaviours</p> <p>*Relocate: Please use your professional judgement and knowledge of your student when relocating them to another class. For example, if the student is funded under SBD or has a deescalation plan, sending them to another classroom may not be appropriate. In this case, they can be relocated to another adult whom the student has a strong relationship with, or to the Hub / Principal office.</p>	<p>Step 3: RELOCATE*</p> <ul style="list-style-type: none"> Inappropriate behaviour addressed Relocate to to a buddy class Time-out slip completed independently during recess or lunch with teacher Repair / make amends / Complete work whether this be cleaning up a mess made, or other as deemed appropriate by Teacher Record on Compass and notify parents Issue Reflection for Repeated Minor Behaviours RECORD ON COMPASS
MAJOR BEHAVIOURS (SWELS) (Principal Class)	<ul style="list-style-type: none"> Absconding Abusive, threatening or racially motivated language or behaviour Bullying (repeated) Criminal behaviour Major disruption / defiance / high levels of disrespect Non-compliance and defiance Physical aggression and assault Technology violation 	<p>Go through Steps 1-3 OR Skip to Step 4: Remove</p> <ul style="list-style-type: none"> Remove student to Wellbeing Hub or Principal class. SWEL or Principal Class will use their discretion to determine if the behaviour warrants: <ul style="list-style-type: none"> Reflection Restriction of activities / Partial loss of play / restricted play space Exclusion from special events / excursions Restorative Conversation: this includes SEL education Restorative Acts: cleaning graffiti or damage in toilets, or other as deemed appropriate by SWEL/Principal Class Early pick up from school SSG meeting to create a behaviour support, behaviour contract or intervention meetings Reflection Sheet to be scanned for Compass and sent home Suspension as a last resort for repeated or severe behaviours decided by Principal as per DET guidelines and considerations

Reservoir West Primary School
Behaviour Flowchart

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YARD / OUTSIDE

	Behaviour	Response
MINOR BEHAVIOURS (TEACHERS)	<ul style="list-style-type: none"> • Inappropriate language / comments • Littering • Mild disruption to games / others playing • Non-compliance: failure to respond to adult requests at a low level • Physical Contact: reckless / nonserious • Property damage - reversible • Being inside a building without permission • Out of Bounds (including climbing trees) • Technology violation- using device outside (mobile, iPads, laptops, smart watches/other) • Uniform violation 	Step 1: REMIND <ul style="list-style-type: none"> • Remind of appropriate behavioural expectations and school values. • Offer choice and reminder of steps in the process for continued behaviour
		Step 2: REFOCUS <ul style="list-style-type: none"> • Refocus student to what they should be doing • Move student to another space outside and inform other yard duty teacher
MINOR BEHAVIOURS (TEACHERS)	Repeated Minor Behaviours	Step 3: RELOCATE <ul style="list-style-type: none"> • Inappropriate behaviour addressed • Relocate by having the student walk on yard duty with a teacher or send to the Hub with Timeout Card • YD Teacher must record incident on Compass notifying Teacher, and include action taken or required. • If student is sent to the HUB with Timeout card, they will complete a Timeout Slip in the Hub, and SWEL to upload to Compass notifying Teacher • If behaviours become a regular occurrence on a weekly basis, classroom teacher manages issue with student, notifies parents and determines if meeting is warranted. RECORD ON COMPASS.
MAJOR BEHAVIOURS (SWELS) (Principal Class)	<ul style="list-style-type: none"> • Absconding • Abusive, threatening or racially motivated language or behaviour • Bullying (repeated) • Criminal behaviour • Major disruption / defiance / high levels of disrespect • Non-compliance and defiance • Physical aggression and assault • Technology violation 	Go through Steps 1-3 <u>OR</u> Skip to Step 4: Remove <ul style="list-style-type: none"> • Remove student to Wellbeing Hub or Principal class. If safety concerns, call SWEL or Principal Class for immediate support • SWEL or Principal Class will use their discretion to determine if the behaviour warrants: <ul style="list-style-type: none"> ○ Reflection ○ Restriction of activities / Partial loss of play / restricted play space ○ Exclusion from special events / excursions ○ Restorative Conversation: this includes SEL education ○ Restorative Acts: cleaning graffiti or damage in toilets, or other as deemed appropriate by SWEL/Principal Class ○ Early pick up from school ○ SSG meeting to create a behaviour support, behaviour contract or intervention meetings • Reflection Sheet to be scanned for Compass and sent home • Suspension as a last resort for repeated Major or severe behaviours decided by Principal as per DET guidelines and considerations