



Bellbrae Primary School Minor and Major Behaviours Flowchart

Observe Behaviour

Minor Behaviours

Infrequent behaviours that are not in line with the behaviour expectations matrix. They have low to medium impact on learning. Examples:

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|---------------------------------|----------------------|
| Inappropriate language and tone | Out of bounds |
| Property misuse | Cheating /plagiarism |
| Ignoring instructions | Off task |
| Non-compliance | Late to Class |
| Mild disruption to learning | Dress code violation |
| Minor physical contact | Dishonesty |

Creating Success- Prevention

- Build relationships and engage students in meaningful learning
- ≥ 4:1 positive to corrective feedback
- Shared and consistent language
- Display behavioural expectations
- Explicitly teach behavioural expectations
- Model expectations
- Match instruction to need
- Establish routines for a safe and orderly environment
- Active Supervision- scanning and interacting
- Responses are: Calm- Consistent- Brief- Immediate- Respectful- Specific

Major Behaviours

Serious behaviours that disrupt the learning environment. It may involve danger or risk for the student, or others, and require support from another adult. Examples:

- | | |
|------------------------------|---------------------|
| Abusive language | Property damage |
| Physical aggression/violence | Harassment |
| Repeated minor behaviours | Bullying and racism |
| Sexual behaviours | Forgery or theft |
| Major or repeated disruption | Criminal behaviour |
| Leaving school grounds | Threats with intent |
| Extreme defiance/disrespect | |

1. **Prompt:** provide a visual and/or verbal cue
Re-direct: restate the matrix expected behaviour
Re-teach: state and demonstrate the matrix behaviour, have student demonstrate And provide immediate feedback
2. **Provide choice:** help the student re-engage in their learning by offering choices that lead to the expected behaviour. Examples: task modification, accomplishing the task in a different location, using alternative tools, or an alternative activity to accomplish the same objective. Provide positive reinforcement when they engage. If desired behaviour not displayed, apply consequence (logical, linked to the behaviour and helps the student learn the desired behaviour)
3. **Conference/Reflect/Relocate:** discuss via a conference with reflection or relocate student within a classroom space until ready to return to learning
4. **Action taken:** consequence actioned, all missed learning needs to be made up. Log behaviour on Compass and notify parents if required. Provide future experiences for student to practice the expected behaviour. If situation escalates, follow major behaviour steps. Repeated minor behaviours may also require this.

1. **Contact Leadership for support:** call office for additional support staff or closest teacher/buddy teacher. May require removal of student, or class, from the learning environment. Ensure all students and staff are safe.
2. **Leadership managed conference and consequences:** conference with student and review school values and expectations. Behaviour management plan developed or additional supports established and/or reviewed to re-engage student in their learning and classroom. Consequences determined- logical, linked to the behaviour, helps the student learn the desired behaviour and in line with school policies
3. **Parent/guardian contacted by leadership:** inform of incident and steps the school is taking. This includes to re-engage the student and appropriate consequences
4. **Feedback:** provide feedback to staff and affected students on outcome, debrief with those involved, restorative conversations and event entered on Compass
5. **Leadership discretion:** ongoing support provided in accordance with tiered intervention and consequences of student behaviour applied

BELLBRAE PRIMARY SCHOOL MINOR AND MAJOR BEHAVIOUR DEFINITIONS

SCHOOL VALUE	MINOR BEHAVIOUR	DEFINITION	EXAMPLE
Responsibility Respect	Inappropriate language and tone	Messages or use of words in an inappropriate way for the developmental age of the student.	Name calling and teasing or disrespectfully answering teachers
Responsibility Respect	Property misuse	Student deliberately destroys school or another individual's equipment, learning materials or possessions (low-intensity incident)	Scribbles on another student's page, snaps another student's pencil through rough handling
Respect	Ignoring instructions	Intentional disregard of teacher or adult instructions	Not setting up materials for a learning task after explicit instructions
Responsibility Respect	Non-compliance	Low-intensity failure to respond to adult requests- Defiance/Disrespect/Non-compliance	Yelling, "No!" when asked to do something
Responsibility Respect	Minor physical contact	Non-serious but inappropriate physical contact	Over-affectionate or tapping/touching another student
Responsibility	Out of bounds	Student in an area without adult supervision	Student playing in yard after bell rings, playing in an out of bounds area
Responsibility	Late to class	Missing the beginning of class time	Taking excessive time to return to class
Responsibility	Dress code violation	Student wears clothing or shoes that do not fit within the school setting policies	Wearing of a non-sun smart hat
Responsibility Respect	Mild disruption to learning	Any action that disrupts the learning of the individual student or others in a learning space	Talking whilst the teacher is speaking Loud voices or noises indoors
Responsibility Aspire	Cheating/plagiarism	Act dishonestly or unfairly in order to gain an advantage	Cheating in games, copying students work
Responsibility Respect	Dishonesty	Acting without honesty or integrity	Lying, deliberately withholding information
Responsibility Aspire	Off task	Not engaging in classroom activities or learning tasks	Talking during independent learning time or explicit teaching

SCHOOL VALUE		MAJOR BEHAVIOUR	DEFINITION	EXAMPLE
Responsibility	Respect	Abusive language	Use of words in an inappropriate way for the developmental age of the child	Abusive language and profanity
Responsibility	Resilience	Aggression/violence	Actions involving serious physical contact where injury may occur	Hitting, punching, hitting with an object, kicking
Responsibility	Respect	Harassment	Student delivers disrespectful message (verbal or gestural) to another person	Threats, intimidation, obscene gestures, pictures or written notes
Responsibility		Forgery and theft	Student in in possession of, having passed on, or being responsible for removing someone else's property	Taking someone's personal belongings, identity theft
Responsibility	Respect	Criminal Behaviour Sexual behaviour	May include, but not limited to, possession or use of a prohibited weapon, cyber stalking, use of technology to intimidate or harass, harassment and victimisation, inappropriately touching other students	These behaviours may involve Victoria Police
Responsibility	Respect	Property damage	Any form of damage caused to property, due to negligence or intentional, by a person who is not the owner of the property	Graffiti, destroying school furniture and equipment
Responsibility	Respect	Leaving school grounds	Student leaving the school grounds without permission or adult supervision	Student attempting to run away, hide from staff
Responsibility	Respect	Threats with intent	Student makes credible threats to another person (or themselves) with intent to act	Threatening to harm a student or themselves
Responsibility	Respect	Major disruption	Behaviour causing major interruption in a class or activity (repeated or one off)	Yelling, roughhousing, tantrums, screaming
All 4 values		Repeated minor behaviours	Any behaviour that is not in line with our behaviour matrix that is repeated frequently and is negatively impacting on that student and others	Any continuous Compass documented behaviour
Responsibility	Respect	Racism	Prejudice, discrimination or hatred against a person or group of people based on their membership of a particular racial or ethnic group	Inappropriate comments or jokes that target a person based on their racial or ethnic group
Responsibility	Respect	Bullying	Continuous and sustained actions and words that seek to harm (physically, emotionally or mentally) or intimidate another person	Online bullying via message Apps, ongoing exclusion or name calling
Responsibility	Respect	Extreme defiance	Extreme refusal to follow teacher instructions and requests	Extreme talking back, rude interactions, tantrums