

Minor Behaviours are those that demonstrate all three of these factors:

- **Intent** – No intent to disrespect or cause damage, nor harm (either physical or emotional) to self, others or property, was evident
- **Impact** (nil-low) – No damage, nor harm (either physical or emotional) to self, others or property, was evident
- **Frequency** – The breach of the College's expectation/s is an isolated incident

Major Behaviours are those that demonstrate all three of these factors:

- **Intent** – Intent to disrespect (e.g. violate the rights of others) or cause damage, harm (either physical or emotional) to self, others or property, was evident
- **Impact** (moderate - high) – Damage, or harm (either physical or emotional) to self, others or property, was evident
- **Frequency** – Frequency of occurrence resulted in the impact being high.

N.B. Teaching Team determine the classification of behaviour incidents.

Consequence for Unacceptable Behaviour

When unacceptable behaviour occurs, the College applies consequences according to the following:

Matrix of Minor and Major Behaviour Examples (not an exhaustive list)

	Area	Minor – as isolated incidences	Major	Choices & Consequences Flowchart
Safe	Physical Contact (Consider developmental appropriateness)	<ul style="list-style-type: none"> • Physical contact as a result of play, with no intent to intimidate, disrespect, harm or humiliate 	<ul style="list-style-type: none"> • Physical contact with the intent to humiliate, intimidate, threaten or retaliate • Physically aggressive behaviour – actions involving serious physical contact where injury may occur (e.g. hitting, punching. Kicking, throwing objects etc.) • Fighting • Physical contact involving an adult 	<p>The following flowchart indicates choices and resultant consequences which may be imposed on students who do not behave appropriately or as required. A repeat of the same offence will result in an escalation in response level. Neither list is meant to be comprehensive or exclusive.</p> <p>Level 1: Teacher Response (Time out, restorative practice chat/Ross Green, request for work to be redone, withdrawal of classroom privileges, classroom detention, email to parents, seek Sector Coordinator support)</p> <p>Level 2: Sector Coordinator Response (Restorative practice chat/Ross Green, lunchtime detention, correspondence/interview with parents, Restorative Practice Card, referral for counselling, Interschool suspension – consultation with Principal)</p> <p>Level 3: Principal (Restorative practice chat/Ross Green, Administrative detention, correspondence/interview with parents, Principal's Restorative Practice Card, referral for counselling, Interschool/ external suspension, exclusion.)</p>
	Play (Consider developmental appropriateness)	<ul style="list-style-type: none"> • Incorrect use of equipment • Playing un-approved games • Playing in toilets 	<ul style="list-style-type: none"> • Throwing objects • Possession of weapons or other dangerous items • Playing in toilets which affects the presentation and/or functionality of facilities • Harmful, damaging or dangerous use of equipment 	
	Correct Attire	<ul style="list-style-type: none"> • Student wears clothing that is not within the uniform Policy guidelines 	<ul style="list-style-type: none"> • Consistent non-compliance of uniform guidelines • Consistent disregard to College wide expectations 	
	Movement Around School	<ul style="list-style-type: none"> • Running in eating/footpath areas 	<ul style="list-style-type: none"> • Entering "out of bounds" areas 	
	Other		<ul style="list-style-type: none"> • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the College • Disrespectful messages to another person e.g. threats, intimidation, obscene gestures, pictures or written notes • Truancy • Possession or selling of tobacco and/or drugs • Possession of weapons including knives and any other items which could be considered dangerous or a weapon 	
Learn	Class Tasks	<ul style="list-style-type: none"> • Disregard to College wide expectations • Tasks completed to a below satisfactory standard (<i>personalised</i>) due to a lack of effort • Slow to complete tasks • Incomplete homework • Un-preparedness • Copying others' work 	<ul style="list-style-type: none"> • Refusing to work • Cheating (including intentional plagiarism) • Inappropriate or offensive content included in work 	<p>Level 2: Sector Coordinator Response (Restorative practice chat/Ross Green, lunchtime detention, correspondence/interview with parents, Restorative Practice Card, referral for counselling, Interschool suspension – consultation with Principal)</p> <p>Level 3: Principal (Restorative practice chat/Ross Green, Administrative detention, correspondence/interview with parents, Principal's Restorative Practice Card, referral for counselling, Interschool/ external suspension, exclusion.)</p>
	Learning Environment	<ul style="list-style-type: none"> • Calling out • Inappropriate noise level • Disruptive transition between tasks • Unconsidered use of equipment 	<ul style="list-style-type: none"> • Inappropriate calling out • Highly disruptive noise level • Harmful/damaging use or treatment of equipment • Major disruption to own or others' class 	
	Being in the Right Place	<ul style="list-style-type: none"> • Late to class after break period (<5 minutes) • Not in the right place at the right time 	<ul style="list-style-type: none"> • More than 5 minutes late to class after a break period • Leaving class without permission • Leaving school without permission 	
	Follow Instructions	<ul style="list-style-type: none"> • Slow to comply with direction 	<ul style="list-style-type: none"> • Non-compliance with staff member's direction (across all school settings) Continuous refusal to follow directions, talk back, argue, yelling, inappropriate gestures and/or delivers socially rude interactions. • Uncooperative behaviour 	
	Accept outcomes for Behaviour		<ul style="list-style-type: none"> • Dishonestly recounting incident facts • Arguing with staff member regarding consequences 	
	Mobile Phone or Personal Technology Devices		<ul style="list-style-type: none"> • Breaches PBC ICT acceptable use agreement • Possession of a mobile phone or other unauthorised digital device during the school day • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the College • Unauthorised recording or photos of any person 	
Respect, Consider	Language (including while online)	<ul style="list-style-type: none"> • Inappropriate, undirected language • Disrespectful tone 	<ul style="list-style-type: none"> • Offensive language directed or undirected • Aggressive language or tone • Verbal abuse, threats or harassment 	<p>Level 2: Sector Coordinator Response (Restorative practice chat/Ross Green, lunchtime detention, correspondence/interview with parents, Restorative Practice Card, referral for counselling, Interschool suspension – consultation with Principal)</p> <p>Level 3: Principal (Restorative practice chat/Ross Green, Administrative detention, correspondence/interview with parents, Principal's Restorative Practice Card, referral for counselling, Interschool/ external suspension, exclusion.)</p>
	Property	<ul style="list-style-type: none"> • Lack of care for the environment • Littering • Property misuse 	<ul style="list-style-type: none"> • Theft (student is in possession of, having passed on, or being responsible for removing someone else's property without that person's permission). • Wilful damage to property or environment • Vandalism 	
	Others (consider developmental appropriateness)	<ul style="list-style-type: none"> • Not playing fairly • Disruption (e.g. noises, tapping pencil, calling out) 	<ul style="list-style-type: none"> • Sexually implied or explicit behaviour and/or language in any context • Bullying/victimisation/harassment • Offensive language/message on clothing or other items • Any conduct which either has <i>intent</i> to negatively impact, potential to negatively impact or does negatively impact on the school, student and/or staff member either through the actions themselves or the frequency of the actions 	
	Learning Environment	<ul style="list-style-type: none"> • Calling out • Inappropriate noise level • Disruptive transition between tasks • Unconsidered use of equipment 	<ul style="list-style-type: none"> • Inappropriate calling out • Highly disruptive noise level • Harmful/damaging use or treatment of equipment • Major disruption to own or others' class 	