

MINOR AND MAJOR PROBLEM BEHAVIOUR DEFINITIONS

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the agreed understanding: Minor problem behaviour is handled by staff members at the time the incident occurs. Major problem behaviour is referred directly to the Leadership team.

Minor Behaviour

Behaviour is handled by staff members at the time the incident occurs

Behaviour	Definition
Out of bounds	Students playing or frequenting areas identified as being out of bounds.
Late to class	Missing the beginning of class time (not including late arrival to school).
Mild disruption	Talking while the teacher is speaking, calling out, loud noises, noises indoors, interrupting or similar.
Physical contact	Non-serious, but inappropriate or reckless physical contact (e.g. patting, over affectionate, light tapping, accidental, rough play etc.)
Inappropriate language	Messages or use of words in an inappropriate way for the developmental age of the student (e.g. 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, finger signs, etc.
Property misuse	Students deliberately destroying another students' equipment/possession or work, or school property, in an inappropriate way (low-intensity incident). For example, scribbles on other students work, snaps a pencil, misuse of toilets. Also includes minor misuse of technology.
Property damage	Any form of damage caused to the property, due to negligence or intentionally by the person who is not the owner of the property.
Non-compliance	Defiance/Disrespect/Non-Compliance/Disrespect to adults. Low-intensity failure to respond to adult requests (e.g. yelling "no!" when asked to do something, ignoring teacher requests and instructions and lying).

Major Behaviour

Consequences given and managed by member of the Leadership team in collaboration with the classroom teacher. All major transgressions must be referred to the Leadership team.

Behaviour	Definition
Physical Aggression and Assault	Deliberate actions involving serious physical contact when injury may occur (e.g. hitting, punching, hitting with an object, hair pulling, spitting, scratching, strangling, biting, kicking).
Abusive and threatening language or behaviour	Abusive language / inappropriate language / Profanity / intimidating and dominating actions. Deliberate messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child. Includes body language/gestures.
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.
Criminal behaviour	<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 and victimisation (includes technology)• Criminal damage• Assault
Absconding	Within school grounds or leaving school grounds or attempting to run away; leave suddenly, hide from staff, safety issues.
Major disruption	Behaviour causing significant interruption to a class or activity including sustained loud talk, yelling or screaming, noise with materials, rough housing, sustained out of seat behaviour and tantrums.

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PROBLEM BEHAVIOUR
FLOWCHART

CLASSROOM		
	Behaviour	Response
MINOR BEHAVIOURS (TEACHERS)	<ul style="list-style-type: none">• Calling out, interrupting, speaking over others, making noises• Name calling and put downs (low level)• Eye rolling, back chatting, finger signs• Non-serious, but inappropriate or reckless physical contact (e.g. patting, over affectionate, light tapping, accidental, rough play etc.)• Destroying others or school property or work (scribbling on work, breaking pencils, misuse of toilets and technology)• Running inside, playing with balls inside• Failure to respond to adult requests at a low-level• Non-approved use of technology	STEP 1: REMIND <ul style="list-style-type: none">• Remind of appropriate behaviours and school values• Remind of consequences for continued behaviour
		STEP 2: REFOCUS <ul style="list-style-type: none">• Refocus student back towards what they should be doing• Move student to another space in the classroom to refocus
MINOR BEHAVIOURS (TEACHERS)	<ul style="list-style-type: none">• Continuation of above behaviours	STEP 3: RELOCATE <ul style="list-style-type: none">• Inappropriate behaviours addressed• Relocate to a neighbouring class• Parents notified by classroom teacher and meeting organised if warranted• Record on Compass
MAJOR BEHAVIOURS (LEADERSHIP)	<ul style="list-style-type: none">• Hitting, kicking, punching, hitting with an object, hair pulling, spitting, scratching, strangling, biting• Abusive and intimidating language or behaviour• Deliberate swearing, name calling and inappropriate language• Inappropriate body language or gestures• Repeated high level behaviours (not following directions, calling out or rude behaviour)• Theft, possession of a weapon, making threats, use of technology to intimidate, harassment, criminal damage, assault• Repeated disruption, yelling or screaming, tantrums	CONTINUE TO OR SKIP TO STEP 4: REMOVE <ul style="list-style-type: none">• Remove student to leadership to have time out• Either send student up with another student/s, call for support or send someone to get support• Student to complete a Reflection Sheet at the office• Reflection Sheet to be scanned for Compass and sent home• Parents notified by leadership• Early pick up from school if warranted• Repeated behaviours result in an SSG meeting with parents, teacher and leadership, a behaviour support plan developed• Suspension as a last resort for repeated or severe behaviour

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PROBLEM BEHAVIOUR
FLOWCHART

YARD / OUTSIDE		
	Behaviour	Response
MINOR BEHAVIOURS (TEACHERS)	<ul style="list-style-type: none">Playing in or frequenting areas identified as being out of boundsComing back late to classEye rolling, back chatting, finger signsDestroying others or school propertyNon-serious, but inappropriate or reckless physical contact (e.g. patting, over affectionate, light tapping, accidental, rough play etc.)Interfering with others playBeing inside the building without permissionName calling, put downsFailure to respond to adult requests at a low-level	STEP 1: REMIND <ul style="list-style-type: none">Remind of appropriate behaviours and school valuesRemind of consequences for continued behaviour
		STEP 2: REFOCUS <ul style="list-style-type: none">Refocus student back towards what they should be doingMove student to another space outside and inform other yard duty teacher
MINOR BEHAVIOURS (TEACHERS)	<ul style="list-style-type: none">Continuation of above behaviours	STEP 3: RELOCATE <ul style="list-style-type: none">Inappropriate behaviours addressedRelocate by having the student walk on yard duty with a teacherParents notified by classroom teacher and a meeting organised if warrantedRecord on Compass
MAJOR BEHAVIOURS (LEADERSHIP)	<ul style="list-style-type: none">Hitting, kicking, punching, hitting with an object, hair pulling, spitting, scratching, strangling, bitingAbusive and intimidating language or behaviourDeliberate swearing, name calling and inappropriate languageInappropriate body language or gesturesRepeated high level behaviours (not following directions, calling out or rude behaviour)Theft, possession of a weapon, making threats, use of technology to intimidate, harassment, criminal damage, assaultRepeated disruption, yelling or screaming, tantrums	CONTINUE TO OR SKIP TO STEP 4: REMOVE <ul style="list-style-type: none">Remove student to leadership to have time outEither send student up with another student/s, call for support or send someone to get supportStudent to complete a Reflection Sheet at the officeReflection Sheet to be scanned for Compass and sent homeParents notified by leadershipEarly pick up from school if warrantedRepeated behaviours result in an SSG meeting with parents, teacher and leadership, a behaviour support plan developedSuspension as a last resort for repeated or severe behaviour