





# Examples of Minor, Major and Significant Behaviours of Concern

## CLASSROOM

Behaviours of concern are not always easy to categorise. There are many variables which make consistent judgement difficult. These variables include the context, the student and their individual needs/ required adjustments, the environment and the activity occurring. Having a consistent approach to recording behaviours of concern ensures that, as a college, social emotional learning is planned and delivered according to the needs of our students.

The following examples provide some clarity for staff and should be used to encourage a consistent approach to identifying and recording behaviours of concern. There is a direct relationship between the behaviours of concern identified below and the SOLE matrices developed for all three communities.

RESPECT FOR	Minor concern	Major concern	Significant (support required)
 <b>Self</b>	<ul style="list-style-type: none"> <li>Calling out/not listening</li> <li>Moving around class without permission</li> <li>Late to class</li> </ul>	<ul style="list-style-type: none"> <li>Swearing at or in the presence of others</li> <li>Phone or associated device out between 8.50am and 3.20pm</li> <li>Refusing to hand phone or device over</li> <li>Leaving the room without permission</li> <li>Leaving the school grounds</li> <li>Not wearing correct school uniform</li> <li>Truancy</li> <li>Stealing</li> </ul>	<ul style="list-style-type: none"> <li>Influenced by alcohol or other illegal substances</li> <li>Engaging in vaping whilst at school</li> </ul>
 <b>Others</b>	<ul style="list-style-type: none"> <li>Distracting others from working</li> <li>Comment which offended another/ others</li> <li>Negative response to a direction</li> <li>Minor unsafe action – e.g. throwing soft object</li> </ul>	<ul style="list-style-type: none"> <li>Significant disruption of the learning environment</li> <li>Derogatory targeted statement</li> <li>Refusal to follow direction</li> <li>Major unsafe action – e.g. throwing hard object, using inappropriate physical contact and/or force</li> <li>Disrespectful/unlawful toward others online</li> </ul>	<ul style="list-style-type: none"> <li>Bullying</li> <li>Inappropriate sexualised gestures/behaviours</li> <li>Physical/verbal violence directed at staff and/or students</li> <li>Discrimination/ vilification toward others</li> </ul>
 <b>Learning</b>	<ul style="list-style-type: none"> <li>Not doing homework</li> <li>Off-task behaviour</li> <li>No/or little work completed in lesson</li> <li>Computer/iPad flat at beginning of day</li> </ul>	<ul style="list-style-type: none"> <li>Failure to complete an assessment/assignment</li> <li>Refusing to work</li> <li>Not caring for computer/iPad</li> <li>Not using computer/iPad for work</li> </ul>	
 <b>Environment</b>	<ul style="list-style-type: none"> <li>Careless use of material</li> <li>Inappropriate noise level</li> <li>Being in an unsupervised area</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate littering</li> <li>Deliberate damage to property</li> <li>Disruptive or concerning noise level</li> </ul>	<ul style="list-style-type: none"> <li>Significant and deliberate property damage</li> </ul>

 It is important to note that a minor deviation can become a major deviation if behaviours are repeated over time.